

ITT Technical Institute

CJ475

Bachelor's Thesis

Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 40 (40 Theory Hours)

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

Prerequisites: Completion of a minimum of 164 credits earned in the program of study including CJ446 The Criminalistics of Computer Forensics or equivalent

Course Description:

This course is designed to teach students how to apply the skills of scientific analysis and inquiry. The skills learned in writing a thesis will help students prepare to effectively analyze policies in public and private organizations. Students will choose a specific topic in criminal justice about which to write.

Syllabus: Bachelor's Thesis

Instructor: _____
Office hours: _____
Class hours: _____

Major Instructional Areas

1. Summary of all core areas
2. Thesis

Course Objectives

1. Discuss the key concepts covered in the Criminal Justice program.
2. Analyze the relationships among core competency areas in the Criminal Justice program.
3. Demonstrate mastery of core competency areas in the Criminal Justice program.
4. Utilize the ITT Tech Virtual Library to conduct research.

SCANS Objectives

SCANS is an acronym for Secretary's Commission on Achieving Necessary Skills. The committee, created by the National Secretary of Labor in the early 1990s, created a list of skills and competencies that the committee feels are necessary for employees to function in a high-tech job market.

1. Allocate time and energy for completing projects in time.
2. Demonstrate the ability to utilize authentic resources available, including the Internet, knowledge libraries, or other sources.
3. Locate and interpret information obtained from a variety of sources.
4. Identify and acquire relevant information from existing sources and identify the best methods for presenting the information.

Course Outline

Unit	Activities
1— Introduction	<ul style="list-style-type: none">• Content Covered: <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>:<ul style="list-style-type: none">○ Chapter 1, "Why Do A Thesis?" pp. 3–19○ Chapter 2, "Getting Started," pp. 20–36• Exercises: 1 and 2
2—Topic Selection	<ul style="list-style-type: none">• Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>:<ul style="list-style-type: none">○ Chapter 3, "Development of the Research Question," pp. 37–

Unit	Activities
	<p style="text-align: center;">51</p> <ul style="list-style-type: none"> ○ Chapter 5, “Suggestions for Citing and Writing,” pp. 66–75 <ul style="list-style-type: none"> ● Exercises: 1
3—Research Proposal	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 6, “Introduction and Problem Statement,” pp. 79–89 ● Project: Part 1
4—Research Presentation	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 8, “Methodology,” pp. 105–130 ● Project Presentation: Part 1
5—Literature Review	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 7, “Literature Review,” pp. 90–103 ● Project: Part 2
6—Literature Presentation	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 9, “The Prospectus and the Prospectus Defense,” pp. 131–142 ● Project Presentation: Part 2 ● Project: Part 3 (Draft 1)
7—Thesis: Draft	<ul style="list-style-type: none"> ● Project: Part 3 (Draft 2)
8—Thesis: Draft	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 10, “Analyzing and Presenting Your Data and Findings,” pp. 145–161 ● Project: Part 3 (Draft 3)
9—Thesis: Draft	<ul style="list-style-type: none"> ● Read from <i>A Thesis Resource Guide for Criminology and Criminal Justice</i>: <ul style="list-style-type: none"> ○ Chapter 11, “Conclusions, Implications, and Limitations,” pp. 162–170 ○ Chapter 12, “The Final Document and Thesis Defense,” pp. 175–185
10—Thesis Presentation	<ul style="list-style-type: none"> ● Project Presentation: Part 3
11—Thesis Submission	<ul style="list-style-type: none"> ● Project: Part 4

Instructional Methods

Throughout this course, you will create a thesis addressing the topic of your selection. Your instructor who will be available during the class periods to help guide you in creating your thesis will approve this topic. Please ensure that you are prepared for each class period because you will present information to the class and discuss your progress.

Instructional Materials and References

Student Textbook Package

McShane, Marilyn D., and Frank P. Williams III. *A Thesis Resource Guide for Criminology and Criminal Justice*. Upper Saddle River, NJ: Pearson Prentice Hall, 2008.

References

ITT Tech Virtual Library

Log on to the ITT Tech Virtual Library at <http://www.library.itt-tech.edu/> to access online books, journals, and other reference resources selected to support ITT Tech curricula.

Books

You may click “Books” or use the “Search” function on the home page to find the following books.

Ebrary

- Biressi, Anita. *Crime, Fear, and the Law in True Crime Stories*. Palgrave Macmillan, 2001.
- Hirschfield, Alex, and Kate Bowers. *Mapping and Analysing Crime Data: Lessons from Research and Practice*. New York, NY: CRC Press LLC, 2001.
- Jewkes, Yvonne. *Media and Crime*. Sage Publications, Incorporated, 2004.
- Muncie, John. *Youth and Crime*. 2nd ed. Thousand Oaks, CA: Sage Publications, Incorporated, 2004.
- Pepper, John V and Carol V. Petrie, National Research Council Staff. *Measurement Problems in Criminal Justice Research: Workshop Summary*. National Academies Press, 2003.
- Spergel, Irving A. *Youth Gang Problem: A Community Approach*. New York, NY: Oxford University Press, Incorporated, 1995.
- Tanenhaus, David S. *Juvenile Justice in the Making*. Oxford University Press, Incorporated, 2004.
- Weisel, Deborah Lamm. *Contemporary Gangs: An Organizational Analysis*. New York, NY: LFB Scholarly Publishing LLC, 2002.

Periodicals

You may click “Periodicals” or use the “Search” function on the home page to find the following periodicals.

EbscoHost> EBSCOhost Databases

- “Ethical Issues in Criminal Justice Administration.” By: Turner, Cherrell. *American Jails*, Jan/Feb2007, Vol. 20 Issue 6, p51-53, 4p; (AN 24344048)

- “Organizational Structure of Homeland Security Agencies.” By: Stewart Baker; Assistant Secretary; U.S. Department of Homeland Security. FDCH Congressional Testimony, 11/15/2005; (AN 32Y2217614895)

Course Evaluation and Grading

Evaluation Criteria

The final grades will be based on the following categories:

CATEGORY	WEIGHT
Exercises	15%
Project: Part 1	5%
Project: Part 2	5%
Project: Part 3	15%
Project: Part 4	30%
Project Presentation: Part 1	5%
Project Presentation: Part 2	5%
Project Presentation: Part 3	20%
Total	100%

Grade Conversion Table

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

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

CJ475—COURSE SNAPSHOT

Grading Category	Grade Book Category Weight (% of Course Total)	Unit	Activity/ Graded Deliverable	Grade Allocation (% of Course Total)	Measuring Rubric* (Gradebook Assignment Name)
A. Project	55%	3	Project Part 1	5%	A-1-2 Written communication (5%)
		5	Project Part 2	5%	A-1-2 Written communication (2%) A-2-1 Research tools (3%)
		8	Project Part 3	15%	A-1-2 Written communication (1%) A-2-1 Research tools (1%) A-3-1 Evaluates theories (2%) A-3-2 Evaluates methods (2%) A-4-1 Criminal justice components (3%) A-4-2 Criminal justice roles & responsibilities (3%) A-5-1 Criminal justice techniques (3%)
		11	Project Part 4	30%	A-1-2 Written communication (3%) A-2-1 Research tools (3%) A-3-1 Evaluates theories (3%) A-3-2 Evaluates methods (3%) A-4-1 Criminal justice components (3%) A-4-2 Criminal justice roles & responsibilities (3%) A-5-1 Criminal justice techniques (3%) A-Y1-2 Personal responsibility (2%) A-Y2-1 Information analysis (2%) A-Y3-5 Solving complex problems (2%) A-Y4-3 Effective communication (1%) A-Y6-4 Lifelong learning (2%)
B. Presentation	30%	4	Presentation Part 1	5%	B-1-1 Oral communication (5%)
		6	Presentation Part 2	5%	B-1-1 Oral communication (5%)
		10	Presentation Part 3	20%	B-1-1 Oral communication (8%) B-Y4-3 Effective communication (8%) B-Y6-4 Lifelong learning (4%)
C. Exercises	15%	1	Criminal Justice Core Competencies	5%	C-4-1 Criminal justice components (3%) C-4-2 Criminal justice roles & responsibilities (2%)
		1	Three Thesis Topics	5%	C-4-1 Criminal justice components (5%)
		2	Topic Presentation and Class Feedback	5%	C-1-1 Oral communication (2%) C-Y6-4 Lifelong learning (3%)
Total	100%			100%	

COURSE GRADING RUBRIC CJ475—BSCJ Capstone Project

Campus: _____

Faculty Name: _____

Student Name: _____

Directions: Please assign a percentage grade on the line for each subcategory.
(Subcategory names match the assignment names in the grade book.)

A. Course Project (55% of total grade)

Unit 3—Project Part 1

_____ *A-1-2 Written Communication:*

- 90-100%: Thesis paper reflects clear, precise, well-defined topic logically structured with no grammar or formatting errors. Thesis strongly convinces the audience through the use of supporting evidence.
- 80-89%: Thesis topic is well defined, logically structured, and error free. The thesis argument is defensible and understandable as written.
- 70-79%: Thesis paper reflects defined topic logically structured with very few grammar or formatting errors. Thesis moderately defends its argument to the audience.
- 60-69%: Thesis topic reflects vague topic with little logical structure, with several grammar or formatting errors. It is not adequate to defend its argument to the audience.
- Below 60%: Thesis paper reflects poorly represented topic and erratic structure. Many grammar and formatting errors exist. Fails to even attempt to defend thesis argument.

Unit 5—Project Part 2

_____ *A-1-2 Written Communication:*

- 90-100%: Thesis paper reflects clear, precise, well-defined topic logically structured with no grammar or formatting errors. Thesis strongly convinces the audience through the use of supporting evidence.
- 80-89%: Thesis topic is well defined, logically structured, and error free. The thesis argument is defensible and understandable as written.
- 70-79%: Thesis paper reflects defined topic logically structured with very few grammar or formatting errors. Thesis moderately defends its argument to the audience.
- 60-69%: Thesis topic reflects vague topic with little logical structure, with several grammar or formatting errors. It is not adequate to defend its argument to the audience.
- Below 60%: Thesis paper reflects poorly represented topic and erratic structure. Many grammar and formatting errors exist. Fails to even attempt to defend thesis argument.

A-2-1 Research Tools:

- **90-100%:** Demonstrates ability to utilize multiple resources with proper APA citations and referencing including peer reviewed articles retrieved from the ITT Tech Virtual Library and the web. The research is significant and provides solid and supporting evidence for the thesis argument. Student demonstrates a strong research skill set.
- **80-89%:** Demonstrates ability to identify multiple sources using a variety of research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect multiple types of data.
- **70-79%:** Demonstrates ability to identify some sources using a few research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- **60-69%:** Demonstrates limited ability to identify sources using very few research tools and/or methods. Demonstrates little ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- **Below 60%:** Demonstrates no ability to identify sources using any research tools and/or methods. Demonstrates no ability to use the ITT Tech Virtual Library and web-based sources to collect data.

Unit 8—Project Part 3

A-1-2 Written Communication:

- **90-100%:** Thesis paper reflects clear, precise, well-defined topic logically structured with no grammar or formatting errors. Thesis strongly convinces the audience through the use of supporting evidence.
- **80-89%:** Thesis topic is well defined, logically structured, and error free. The thesis argument is defensible and understandable as written.
- **70-79%:** Thesis paper reflects defined topic logically structured with very few grammar or formatting errors. Thesis moderately defends its argument to the audience.
- **60-69%:** Thesis topic reflects vague topic with little logical structure, with several grammar or formatting errors. It is not adequate to defend its argument to the audience.
- **Below 60%:** Thesis paper reflects poorly represented topic and erratic structure. Many grammar and formatting errors exist. Fails to even attempt to defend thesis argument.

A-2-1 Research Tools:

- **90-100%:** Demonstrates ability to utilize multiple resources with proper APA citations and referencing including peer reviewed articles retrieved from the ITT Tech Virtual Library and the web. The research is significant and provides solid and supporting evidence for the thesis argument. Student demonstrates a strong research skill set.
- **80-89%:** Demonstrates ability to identify multiple sources using a variety of research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect multiple types of data.

- 70-79%: Demonstrates ability to identify some sources using a few research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- 60-69%: Demonstrates limited ability to identify sources using very few research tools and/or methods. Demonstrates little ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- Below 60%: Demonstrates no ability to identify sources using any research tools and/or methods. Demonstrates no ability to use the ITT Tech Virtual Library and web-based sources to collect data.

Unit 8—Project Part 3—cont'd

A-3-1 Evaluates Theories:

- 90-100%: Many accurate theories are utilized and applied appropriately throughout the thesis project demonstrating a strong understanding of criminological theories and how they apply to the project.
- 80-89%: Incorporates criminal justice theories as they apply to the thesis. Appropriately references theories in proper context.
- 70-79%: Incorporates some criminal justice theories but misses some that apply to the thesis. Appropriately references theories in proper context.
- 60-69%: Incorporates very few criminal justice theories and misses many that apply to the thesis. Makes some errors in the context of the theories.
- Below 60%: Little to no attempt to incorporate criminal justice theories and misses many that apply to the thesis. Many errors in context of the theories.

A-3-2 Evaluates Methods:

- 90-100%: Evaluates all methods used in the criminal justice field as they apply to the thesis. Always appropriately applies knowledge consistent with recognized industry standards. All necessary and applicable methodology is included in the thesis project and accurately assessed.
- 80-89%: Evaluates several methods used in the criminal justice field as related to the thesis project. Appropriately applies knowledge consistent with recognized industry standards.
- 70-79%: Evaluates some methods used in the criminal justice field as they apply to the thesis but fails to mention others. Appropriately applies knowledge usually consistent with recognized standards.
- 60-69%: Evaluates very few methods used in the criminal justice field as they apply to the thesis and fails to mention many others that apply. Fails to appropriately apply knowledge consistent with recognized standards.
- Below 60%: Evaluates no methods used in the criminal justice field as they apply to the thesis. Fails to appropriately apply knowledge consistent with recognized standards.

A-4-1 Criminal Justice Components:

- 90-100%: Provides insight as to the values of the criminal justice systems and their uses in today's society. Appropriately demonstrates strong

knowledge of all components of the American criminal justice system with absolutely no errors in fact or misuse of information.

- 80-89%: Appropriately demonstrates knowledge of the components of the American criminal justice system with no errors in fact.
- 70-79%: Demonstrates generally appropriate knowledge of the components of the American criminal justice system but makes some errors in fact.
- 60-69%: Occasionally demonstrates appropriate knowledge of the components of the American criminal justice system occasionally but makes many errors in fact.
- Below 60%: Demonstrates a lack of knowledge of the components of the American criminal justice system and makes many errors in fact.

Unit 8—Project Part 3—cont'd

A-4-2 Criminal Justice Roles & Responsibilities:

- 90-100%: Demonstrates complete and accurate knowledge of multiple roles and responsibilities of the varying elements of the American criminal justice system. All necessary information is provided to fully understand these various roles and responsibilities even without the audience possessing criminal justice knowledge previously.
- 80-89%: Fully demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 70-79%: Occasionally demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 60-69%: Rarely and inadequately demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- Below 60%: Demonstrates no knowledge of the roles and responsibilities of varying elements of the American criminal justice system.

A-5-1 Criminal Justice Techniques:

- 90-100%: Accurately demonstrates multiple techniques and/or methodologies to provide security, law enforcement, corrections management, and crisis management in American society without excluding valuable information necessary to fully understand the techniques and/or methodologies.
- 80-89%: Demonstrates accurately at least one technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.
- 70-79%: Demonstrates with a few errors the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.
- 60-69%: Demonstrates many errors in the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.

- Below 60%: Demonstrates no knowledge of the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.

Unit 11—Project Part 4

A-1-2 Written Communication:

- 90-100%: Thesis paper reflects clear, precise, well-defined topic logically structured with no grammar or formatting errors. Thesis strongly convinces the audience through the use of supporting evidence.
- 80-89%: Thesis topic is well defined, logically structured, and error free. The thesis argument is defensible and understandable as written.
- 70-79%: Thesis paper reflects defined topic logically structured with very few grammar or formatting errors. Thesis moderately defends its argument to the audience.
- 60-69%: Thesis topic reflects vague topic with little logical structure, with several grammar or formatting errors. It is not adequate to defend its argument to the audience.
- Below 60%: Thesis paper reflects poorly represented topic and erratic structure. Many grammar and formatting errors exist. Fails to even attempt to defend thesis argument.

Unit 11—Project Part 4—cont'd

A-2-1 Research Tools:

- 90-100%: Demonstrates ability to utilize multiple resources with proper APA citations and referencing including peer reviewed articles retrieved from the ITT Tech Virtual Library and the web. The research is significant and provides solid and supporting evidence for the thesis argument. Student demonstrates a strong research skill set.
- 80-89%: Demonstrates ability to identify multiple sources using a variety of research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect multiple types of data.
- 70-79%: Demonstrates ability to identify some sources using a few research tools and/or methods. Demonstrates the ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- 60-69%: Demonstrates limited ability to identify sources using very few research tools and/or methods. Demonstrates little ability to use the ITT Tech Virtual Library and web-based sources to collect data.
- Below 60%: Demonstrates no ability to identify sources using any research tools and/or methods. Demonstrates no ability to use the ITT Tech Virtual Library and web-based sources to collect data.

A-3-1 Evaluates Theories:

- 90-100%: Many accurate theories are utilized and applied appropriately throughout the thesis project demonstrating a strong understanding of criminological theories and how they apply to the project.

- 80-89%: Incorporates criminal justice theories as they apply to the thesis. Appropriately references theories in proper context.
- 70-79%: Incorporates some criminal justice theories but misses some that apply to the thesis. Appropriately references theories in proper context.
- 60-69%: Incorporates very few criminal justice theories and misses many that apply to the thesis. Makes some errors in the context of the theories.
- Below 60%: Little to no attempt to incorporate criminal justice theories and misses many that apply to the thesis. Many errors in context of the theories.

A-3-2 Evaluates Methods:

- 90-100%: Evaluates all methods used in the criminal justice field as they apply to the thesis. Always appropriately applies knowledge consistent with recognized industry standards. All necessary and applicable methodology is included in the thesis project and accurately assessed.
- 80-89%: Evaluates several methods used in the criminal justice field as related to the thesis project. Appropriately applies knowledge consistent with recognized industry standards.
- 70-79%: Evaluates some methods used in the criminal justice field as they apply to the thesis but fails to mention others. Appropriately applies knowledge usually consistent with recognized standards.
- 60-69%: Evaluates very few methods used in the criminal justice field as they apply to the thesis and fails to mention many others that apply. Fails to appropriately apply knowledge consistent with recognized standards.
- Below 60%: Evaluates no methods used in the criminal justice field as they apply to the thesis. Fails to appropriately apply knowledge consistent with recognized standards.

Unit 11—Project Part 4—cont'd

A-4-1 Criminal Justice Components:

- 90-100%: Provides insight as to the values of the criminal justice systems and their uses in today's society. Appropriately demonstrates strong knowledge of all components of the American criminal justice system with absolutely no errors in fact or misuse of information.
- 80-89%: Appropriately demonstrates knowledge of the components of the American criminal justice system with no errors in fact.
- 70-79%: Demonstrates generally appropriate knowledge of the components of the American criminal justice system but makes some errors in fact.
- 60-69%: Occasionally demonstrates appropriate knowledge of the components of the American criminal justice system occasionally but makes many errors in fact.
- Below 60%: Demonstrates a lack of knowledge of the components of the American criminal justice system and makes many errors in fact.

A-4-2 Criminal Justice Roles & Responsibilities:

- 90-100%: Demonstrates complete and accurate knowledge of multiple roles and responsibilities of the varying elements of the American criminal justice system. All necessary information is provided to fully understand these various roles and responsibilities even without the audience possessing criminal justice knowledge previously.
- 80-89%: Fully demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 70-79%: Occasionally demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 60-69%: Rarely and inadequately demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- Below 60%: Demonstrates no knowledge of the roles and responsibilities of varying elements of the American criminal justice system.

A-5-1 Criminal Justice Techniques:

- 90-100%: Accurately demonstrates multiple techniques and/or methodologies to provide security, law enforcement, corrections management, and crisis management in American society without excluding valuable information necessary to fully understand the techniques and/or methodologies.
- 80-89%: Demonstrates accurately at least one technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.
- 70-79%: Demonstrates with a few errors the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.
- 60-69%: Demonstrates many errors in the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.
- Below 60%: Demonstrates no knowledge of the technique or methodology to provide security, law enforcement, corrections management, and crisis management in American society.

Unit 11—Project Part 4—cont'd

A-Y1-2 Personal Responsibility:

- 90-100%: Shows initiative in suggesting tasks rather than waiting to be assigned and completes all work earlier than required, while fully adhering to rules and guidelines. Exceeds all expectations created by his/her commitments.
- 80-89%: Completes work earlier than required, while fully adhering to the rules and guidelines of the assigned tasks. Meets or exceeds expectations created by his/her commitments.

- 70-79%: Always adheres to rules and guidelines, meets every deadline, attends every class, and fulfills his/her commitments.
- 60-69%: Usually adheres to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.
- Below 60%: Does not regularly adhere to the rules and guidelines in meeting deadlines, attending class and fulfilling commitments.

_____ ***A-Y2-1 Information Analysis:***

- 90-100%: Thoroughly analyzes available source information independently. Accurately assesses the relevance of the data retrieved. Uses information sources that provide both clarity and depth for the research purpose.
- 80-89%: Uses tools to locate and organize source information independently, quickly and effectively, and accurately evaluates the data retrieved.
- 70-79%: Readily locates and organizes source information and evaluates the data retrieved.
- 60-69%: Locates and organizes source information in most cases and evaluates the data retrieved.
- Below 60%: Often needs help locating, organizing and evaluating source information.

_____ ***A-Y3-5 Solving Complex Problems:***

- 90-100%: Readily interprets and articulates correct solution(s) and shows initiative in implementing the solution(s).
- 80-89%: Readily interprets and articulates correct solution(s).
- 70-79%: Interprets and articulates correct solution(s).
- 60-69%: Usually interprets and articulates correct solution(s).
- Below 60%: Struggles interpreting and articulating solutions, which may not be correct.

Unit 11—Project Part 4—cont'd

_____ ***A-Y4-3 Effective Communication:***

- 90-100%: Pursues accomplished communications mentors in his/her field and seeks opportunities to receive and provide feedback in a professional manner.
- 80-89%: Actively seeks opportunities to receive and provide constructive feedback in a professional manner.
- 70-79%: Receives and provides constructive feedback in a professional manner.
- 60-69%: Usually receives and provides constructive feedback in a professional manner.
- Below 60%: Reacts defensively to constructive feedback or does not consistently and carefully articulate feedback in a manner consistent with a professional business environment.

_____ ***A-Y6-4 Lifelong Learning:***

- 90-100%: Actively seeks mentors and mentees in his/her field in pursuit of personal and professional growth, with an interest toward growing personally in order to serve others.
- 80-89%: Actively seeks mentors in his/her field and uses their feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 70-79%: Cultivates relationships with his/her peers and uses that feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 60-69%: Uses feedback and prior experience in making decisions.
- Below 60%: Rarely pursues feedback from peers and doesn't reflect on personal experience when making decisions.

B. Presentation (30% of total grade)

Unit 4—Presentation Part 1

_____ ***B-1-1 Oral Communication:***

- 90-100%: Excellent verbal and nonverbal communication skills delivered and received as intended by the target audience. Student presents thesis in an engaging and effective manner.
- 80-89%: Accurate and concise message effectively delivered through speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 70-79%: Accurate message delivered through speech with appropriate format/style for expected understanding by targeted audience.
- 60-69%: Very limited portion of the message gets through to the audience with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in speech; failure to get the intended message across to the audience.

Unit 6—Presentation Part 2

_____ ***B-1-1 Oral Communication:***

- 90-100%: Excellent verbal and nonverbal communication skills delivered and received as intended by the target audience. Student presents thesis in an engaging and effective manner.
- 80-89%: Accurate and concise message effectively delivered through speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 70-79%: Accurate message delivered through speech with appropriate format/style for expected understanding by targeted audience.
- 60-69%: Very limited portion of the message gets through to the audience with some degree of ambiguity; lack of consistent format/style.

- Below 60%: Disorganized thoughts with little evidence of logical structure in speech; failure to get the intended message across to the audience.

Unit 10—Presentation Part 3

B-1-1 Oral Communication:

- 90-100%: Excellent verbal and nonverbal communication skills delivered and received as intended by the target audience. Student presents thesis in an engaging and effective manner.
- 80-89%: Accurate and concise message effectively delivered through speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 70-79%: Accurate message delivered through speech with appropriate format/style for expected understanding by targeted audience.
- 60-69%: Very limited portion of the message gets through to the audience with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in speech; failure to get the intended message across to the audience.

B-Y4-3 Effective Communication:

- 90-100%: Pursues accomplished communications mentors in his/her field and seeks opportunities to receive and provide feedback in a professional manner.
- 80-89%: Actively seeks opportunities to receive and provide constructive feedback in a professional manner.
- 70-79%: Receives and provides constructive feedback in a professional manner.
- 60-69%: Usually receives and provides constructive feedback in a professional manner.
- Below 60%: Reacts defensively to constructive feedback or does not consistently and carefully articulate feedback in a manner consistent with a professional business environment.

B-Y6-4 Lifelong Learning:

- 90-100%: Actively seeks mentors and mentees in his/her field in pursuit of personal and professional growth, with an interest toward growing personally in order to serve others.
- 80-89%: Actively seeks mentors in his/her field and uses their feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 70-79%: Cultivates relationships with his/her peers and uses that feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 60-69%: Uses feedback and prior experience in making decisions.
- Below 60%: Rarely pursues feedback from peers and doesn't reflect on personal experience when making decisions.

C. Exercises (15% of total grade)**Unit 1—Criminal Justice Core Competencies*****C-4-1 Criminal Justice Components:***

- 90-100%: Provides insight as to the values of the criminal justice systems and their uses in today's society. Appropriately demonstrates strong knowledge of all components of the American criminal justice system with absolutely no errors in fact or misuse of information.
- 80-89%: Appropriately demonstrates knowledge of the components of the American criminal justice system with no errors in fact.
- 70-79%: Demonstrates generally appropriate knowledge of the components of the American criminal justice system but makes some errors in fact.
- 60-69%: Occasionally demonstrates appropriate knowledge of the components of the American criminal justice system occasionally but makes many errors in fact.
- Below 60%: Demonstrates a lack of knowledge of the components of the American criminal justice system and makes many errors in fact.

C-4-2 Criminal Justice Roles & Responsibilities:

- 90-100%: Demonstrates complete and accurate knowledge of multiple roles and responsibilities of the varying elements of the American criminal justice system. All necessary information is provided to fully understand these various roles and responsibilities even without the audience possessing criminal justice knowledge previously.
- 80-89%: Fully demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 70-79%: Occasionally demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- 60-69%: Rarely and inadequately demonstrates knowledge of the roles and responsibilities of the varying elements of the American criminal justice system.
- Below 60%: Demonstrates no knowledge of the roles and responsibilities of varying elements of the American criminal justice system.

Unit 1—Three Thesis Topics***C-4-1 Criminal Justice Components:***

- 90-100%: Provides insight as to the values of the criminal justice systems and their uses in today's society. Appropriately demonstrates strong knowledge of all components of the American criminal justice system with absolutely no errors in fact or misuse of information.
- 80-89%: Appropriately demonstrates knowledge of the components of the American criminal justice system with no errors in fact.

- 70-79%: Demonstrates generally appropriate knowledge of the components of the American criminal justice system but makes some errors in fact.
- 60-69%: Occasionally demonstrates appropriate knowledge of the components of the American criminal justice system occasionally but makes many errors in fact.
- Below 60%: Demonstrates a lack of knowledge of the components of the American criminal justice system and makes many errors in fact.

Unit 2—Topic Presentation and Class Feedback

C-1-1 Oral Communication:

- 90-100%: Excellent verbal and nonverbal communication skills delivered and received as intended by the target audience. Student presents thesis in an engaging and effective manner.
- 80-89%: Accurate and concise message effectively delivered through speech with clarity, logical organization of thoughts and appropriate format/style for expected understanding by targeted audience.
- 70-79%: Accurate message delivered through speech with appropriate format/style for expected understanding by targeted audience.
- 60-69%: Very limited portion of the message gets through to the audience with some degree of ambiguity; lack of consistent format/style.
- Below 60%: Disorganized thoughts with little evidence of logical structure in speech; failure to get the intended message across to the audience.

C-Y6-4 Lifelong Learning:

- 90-100%: Actively seeks mentors and mentees in his/her field in pursuit of personal and professional growth, with an interest toward growing personally in order to serve others.
- 80-89%: Actively seeks mentors in his/her field and uses their feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 70-79%: Cultivates relationships with his/her peers and uses that feedback, combined with personal experience, in the pursuit of personal and professional growth.
- 60-69%: Uses feedback and prior experience in making decisions.
- Below 60%: Rarely pursues feedback from peers and doesn't reflect on personal experience when making decisions.

(End of Syllabus)