

MISSISSIPPI VALLEY STATE UNIVERSITY
Department of Criminal Justice
CJ 490-01 – Criminal Justice Ethics and Career
Spring 2020

Tuesday/Thursday (TR) 1:00 PM – 2:15 PM – Room - SSB 18

Instructor: Sherill V. C. Morris-Francis, Ph.D.
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Office Hours:

Tuesday - 9:00 AM – 12:00 PM

Wednesday – 10:00 AM – 2:00 PM

Thursday – 9:00 AM – 12:00 PM

Required Text:

Required Text(s): Pollock, J.M. (2019). Ethical dilemmas and decisions in criminal justice. (10th Ed.). California: Wadsworth, Cengage Learning. ISBN: 13: 9781305577374.

Course Link Please sign into Canvas and use your Access Code to Use your text and complete Activities in Mind-Tap

PLEASE NOTE: The textbook(s) for this course are available on Reserve at the Circulation Desk at the James H. White Library for a 2-hour loan period (books must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan your textbook use accordingly.

Catalog Course Description: This course is an advanced course that examines current issues related to ethics in law enforcement, courts, and corrections. The course is also designed to acquaint students with job search and career options.

Criminal Justice Undergraduate Program Learning Outcomes (PLOs):

Upon completion of the undergraduate program in criminal justice, the student should demonstrate an understanding of the:

1. Crime issues, trends, and basic legal principles in America;
2. The social, economic and political forces that influence the definition and response to crime in America; and
3. The history, development, and operations of the criminal justice system.

Student Learning Outcomes (SLOs):

Upon completion of this course, the student will be able to:

1. Develop a comprehensive knowledge of key terms and concepts that apply to Ethics and Human Behavior as it pertains to the criminal justice system.
2. Develop an understanding of the history and current state of ethical issues.
3. Develop an understanding of the diverse roles and responsibilities of criminal justice officials as it pertains to ethics.
4. Develop an understanding of the history of ethical issues that have faced criminal justice officials;
5. Introduce students to job-seeking techniques (developing a cover letter and a resume; complete applications, etc.); and
6. Demonstrate effective job-seeking strategies (e.g., researching individuals, communities, and jobs, managing job interviews, completing resumes, cover letters and applications; and negotiating salaries and benefits).

Class Attendance Policy:

This Class Requires Regular Attendance. Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalog, and that repetitive non-attendance could result in dropping the student from the course. Attendance will be taken at each lecture. Absences, tardiness and leaving the classroom before class is dismissed are hereby discouraged since both can have a negative effect on your grades. In signing in, the honor system will be used. Students will legibly sign their names on the roll sheet. You are not allowed to sign up a friend, even when asked by that friend. In cases where the honor system is not observed, the situation will be brought up to the Program Coordinator, and if necessary, to the attention of the Judicial Services (in writing). This letter will be kept in the files of all students involved until they graduate (Note: employers do check school records!)

Course Drops/Incompletes:

Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is **your** responsibility. Failure to comply with the procedure WILL result in you receiving a letter grade of "F" or "UF."

Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.

Academic Integrity: Cheating and Plagiarism Policy: Academic dishonesty is a very serious problem in the academe. Academic dishonesty includes cheating and plagiarism, among other things. Plagiarism (the act of incorporating material from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in an automatic F grade in the course. Furthermore, unauthorized assistance, or exchange, or interaction between or among students during an exam will be considered cheating. (See Student Handbook)

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. Turnitin is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work.

Results are based on exhaustive searches of billions of pages from both current and archived instances on the internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

Submission of Work:

The first week begins the first day of the term. Scheduled assignments **MUST** be completed and successfully submitted when requested by the instructor by the due dates and times. **NO** opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse.

All course-writing assignments must be submitted in APA format (6th edition).

Make-up Policy: Make-up will be based on unforeseen circumstances or emergency situations (e.g., serious illness, accidents, jury duty, or death in the immediate family) that make it impossible for the student to complete the course requirements on schedule. In that case, the student must request the make-up of a course grading item(s) and obtain the approval of the instructor before the make-up. Also, students attending officially authorized functions must discuss make-up with the instructor and obtain the instructor's approval before the make-up. Otherwise, there is **NO** opportunity for make-up or **"I" grade** in this course.

Course Evaluation Methods/Teaching/Learning Strategies

A variety of instructional techniques will be utilized in this course. The class will be taught under the philosophy of active learning and student participation utilizing a team-based learning approach which consists of **Reading Assurance Tests (RATs)**, facilitated discussions, team activities, and some mini-lectures.

This approach will provide students with opportunities to regularly practice skills that are essential to criminal justice practitioners. Students will be assigned to teams early in the semester and will work with those teams throughout the course. Course requirements are specifically designed to ensure that students are prepared for teamwork and that the team experience avoids typical problems of "group work" (e.g., free riders, dominant members, splitting up the work to avoid interaction, etc.). The responsibility for learning basic material is placed on students with work done outside of the class, while time in class is spent using that material in creative and sophisticated ways, individually and in teams. All teamwork is done during class time. Course grades will be based on work from both individuals and teams. The following is a list of activities that will be done in your teams:

- a. You will take RATs first as an individual, then with your team, to ensure that you understand the most important information that will be applied to the Team-Based Learning Activity. These RATs will take place at the beginning of each unit.
- b. You will solve specific problems or Team-Based Learning Activities. You will be asked to generate your own solutions and work with your team members to come to a consensus about the solution, which you will report and defend as a team. These will be the basis for class discussions.
- c. You will evaluate your team members in terms of preparation, flexibility, contributions, and

respect for the group (i.e., on-time and regular attendance). Peer evaluations are an integral part of TBL as they help to assure accountability among team members.

d. Class attendance will be taken at every session, so it is highly recommended that you attend class regularly. Failure to attend class will result in lost participation points and reduced course engagement. Please arrive early or on time, as we will start promptly at 1:00 PM. On the days that you have a RAT, the RAT will be given at the beginning of the class period and arriving late will earn you 0 points on the Individual RAT (i-RAT), though you will earn Team RAT (t-RAT) points. You may not make up that day's i-RAT.

e. If for some reason you must miss class, please notify the instructor to be able to make up missed work. It is not possible to make up Team Activities.

f. As a Team member, please be prepared to ask and respond to questions and participate in class discussion. Students must remember that informed and interested participation will greatly impact their final grade. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. Thus, I cannot emphasize enough the need to have the book early in the course.

Assignments:

Each student is required to turn in/participate in the following assignments described below. The purpose of these assignments is simply to ensure that the students have read and understood the lecture material and the content of each chapter. No late assignment will be accepted, which means the student can get a zero for not submitting their assignment on time. Similarly, the instructor will not accept any assignment ahead of time, except in anticipation of a major bed-ridden illness or some other reason. In any case, please let the instructor know ahead of time. Not turning in an assignment can be a costly decision as these assignments comprise 70% of your overall grade. This course will utilize the following instruments to determine student grades and proficiency in the learning outcomes of the course.

Course Evaluation Methods

This course will utilize the following instruments to determine students' grades:

Assignment #1 – Personality Test – 5% (Due January 30, 2020)

In the first week of class students will complete their personality test, print the results and bring this to class for discussion. Students will complete the self-assessment at the following sites by January 2020, 2020, the third week of class: Jung Typology Test at <http://www.humanmetrics.com/personality> and GACollege 411 at <https://www.gafutures.org/> Specific instructions will be given in the first class meeting.

#2 - Reading Assurance Tests - RATs: - 10%

These in-class quizzes (minimum 7) assess students' comprehension of assigned readings to

ensure that they are adequately prepared to apply the knowledge from those readings to class activities. RATs are closed-book tests that are administered twice on the same day. First students take the test individually (i-RATs). Each i-RAT is worth 30 points. Once they turn in their individual responses, then students take the test again as a team (t-RATs). Team members discuss each question to obtain consensus about the answer. Each t-RAT is worth 40 points. The lowest i-RAT and t-RAT score for everyone will be dropped at the end of the semester to allow for absences. Make-ups for RATs will only be allowed for exceptional circumstances upon prior approval by the professor.

Class participation is key!!! The instructor is interested in creating a dialogue – in which the students actively participate – as they examine key topics and issues in criminal justice.

PLEASE NOTE: THE TOP TEAM MEMBERS WILL BE AWARDED AT THE END OF THE SEMESTER!!!!

3. Weekly Discussion – Team-Based Activity– 15%

In the second week of class, as a group, you will sign up for your class participation activities. Your activities and date for your presentations will be determined by your professor. Here are five important considerations as you complete your activities.

1. I expect this to be a group effort – it is your responsibility to find your group members (Your Team) and to collaborate on the assignment. You should coordinate your presentation prior to class.
2. You will be graded on the quality of your presentation – that is, how well you have addressed your assigned issue. You do not get points for mere completion of the assignment – I expect to see that you have put some time and thought into it.
3. It will take some time for you to prepare for these activities. Start early – don't wait until the last minute, or you may not be able to locate information or otherwise prepare for your assignment!
4. As a group, (TEAM) you must turn in the following materials (typed, of course): (a) a copy of your presentation (b) a bibliography listing the sources you used; and (c) any supporting material (such as charts, etc.) – if relevant to your presentation.
5. Your presentation should be twenty to twenty-five minutes in length – neither substantially shorter nor substantially longer.

Each discussion should be a minimum of two full pages. Responses should demonstrate that the student has seriously thought about the question or issue. Filling a page with nonsense or evading the question will not result in the student receiving credit for that entry.

Please note that assignments should be double spaced, 12-point font, and Times New Roman type. The paper will include a minimum of three references taken from scholarly journals located in the MVSU Library and no more than two references from the internet. The format and style of the paper will follow the American Psychological Association (APA), Manual. The instructor will grade the paper on content, organization, and English usage.

Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of

plagiarism will result in at least a failing grade for the assignment(s) and/or course.

The presentations will be peer-reviewed. The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to have the best possible understanding of the materials by providing specific and constructive criticism/feedback on the issues addressed;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans presented by their peers.

#4. Career/Ethics Oriented Research Paper: Due Date - on or before April 23, 2020 – 25%

Students are required to write a career-oriented paper relative to their interests. Such topics must first be discussed with the instructor for approval.

The paper is to follow the APA style and must be between eight to ten typed double-spaced pages, excluding title and reference pages. For information on APA style/format, please reference the APA (6th ed.) Manual or students can the APA website at www.apa.org. In addition, the course paper must consist of a minimum of eight (8) different citations/sources, including peer-reviewed articles, books, etc. (Note: Wikipedia sources cannot be used as a source in this paper). Also, before the instructor assess/grade students' papers, the papers will be submitted via turnitin.com

Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course.

(Term/Research paper is worth 75 points—Please see attached term/research paper rubric)

***Note: All papers (including projects) must be typed, double-spaced and in APA format, 6th edition.**

Assignment # 5 – Career Related Assignments – 15% (Your Portfolio – due April 27, 2020)

The assignment is related to job-seeking strategies/or professional growth activities, such as the completion of a job application, the development of a resume and cover letter, a (career-oriented) job application, and the participation in a mock interview.

At the beginning of the semester, the students will be required to start developing their **Career Portfolio**. This portfolio should contain the following items: 1) copies of your personality assessments tests; 2) copies of any earned certificates or awards, 3) copies of the following four (4) career-related assignments relative to job-seeking strategies/or professional growth activities – a) a completed job application; b) your resume; c) a cover letter for the job you are applying for; d) three letters of recommendation; and, e) mock interview report. Students will work with the MVSU Career Service to complete these activities. All documents reviewed by Career

Services must receive a stamp of approval. Further instructions on completing these assignments will be given in class. **Completed Portfolios are due by April 27, 2020.**

Examinations: 30%

There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 75 – 100 questions (e.g., multiple-choice, true/false). Each exam will encompass only the materials analyzed during that portion of the course. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one’s child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.

These cases will be handled on an individual basis. Students can only miss ONE test due to an emergency. In such an event, the new test administered will be ALL essay/discussion questions.

Extra Credit: If an opportunity for extra credit presents itself, it will be discussed in class and made available to the entire class at the discretion of the instructor. There will be no individual opportunities for extra credit.

Performance Evaluation: The course grading will be as follows:

Examinations	30%
Term Paper	25%
RATS	10%
TEAM Discussions	15%
Personality Test	5%
Portfolio	15%
Total:	100%

Grading Scale:

A = 100 – 90%; B = 89 – 80%; C = 79 – 70%; D = 69 – 60%; F = 59 – 0%

Final Grade: The final grade for this course will be based on the average of your scores on the five grading items listed above.

Grade Appeals: Any student who believes that he or she has been graded unfairly, even after talking with the instructor about the grade, may appeal that grade by following University procedures as explained in the Student Handbook. Please keep the records of all graded assignments and make all appeals in writing with proper documentation. It is the student’s responsibility to prove that he or she has been graded unfairly.

Special Needs and Accommodations:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If a student has a disability that qualifies under the Americans with Disability Act (ADA) and requires accommodations, he/she should contact the Services for Students with Disability Office to obtain this service. Disabilities covered by the ADA may include learning, physical, psychiatric, vision, hearing, or chronic health disorders.

Students who are uncertain if their condition/disability is qualified should contact the SSD Office.

Mrs. Kathy Brownlow/ ADA Coordinator
Social Science Building Office 105
Phone/e-mail: 662-254-3443, kbrownlow@mvsu.edu.

Accommodation is not a courtesy...it's the law.

EVALUATION RUBRIC FOR COURSE TERM PAPER - The following are the criteria the instructor will use to evaluate your Term Paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework; creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view of how these features are brought together to form a total work is important.

GRADING RUBRIC FOR TERM/RESEARCH PAPER

Category/Criteria (75 total points)	Excellent A/B (4)	Satisfactory C (3)	Unsatisfactory D/F (2)
Mechanics (15 points)	12-15 points: Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	11 points: Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	0-10 points: An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
Organization (20 points)	15-20 points: Paper follows the APA 6 th ed. format, progresses in a logical manner, and has appropriate transitions.	13-14 points: Paper has some problems with format, logic, and transitions, but not enough to detract from the content.	0-12 points: An abundance of format, logic and transition issues that detracts from the content.
Citations/Sources (10 points)	8-10 points: All sources are properly cited both in-text and in the reference page.	7 points: Only minor issues with citation placement and reference page.	0-6 points: An abundance of citation errors in-text or on the reference page.
Content. (30 points)	22-30 points: The author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources.	19-21 points: The author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	0-18 points: The author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

If a student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: _____/75

General Comments:

A. For a paper to score an A it must meet the following criteria.

The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus are also very clear, coherent, and ideas smoothly progress from one to the other, and demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography on a separate page.

B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidence is provided to support paper thesis, arguments and opinions. The References must be complete, and the APA writing format followed.

C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromise the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

GRADING RUBRIC FOR ORAL PRESENTATION

Criteria	Excellent (4)	Good (3)	Adequate (2)	Weak (1)
<p>RESPONSE TO ASSIGNMENT:</p> <p>Oral presentations are expected to completely address the topic and requirements set forth in the assignment and are appropriate for the intended audience.</p> <p>(15 points)</p>	<p>14-15 points</p> <p>The presentation responds to the assignment and addresses the topic and all requirements, at an appropriate technical level for the intended audience</p>	<p>12-13 points</p> <p>The presentation responds to the assignment and addresses the topic, but has minor weaknesses with respect to some of the requirements and/or appropriate technical level</p>	<p>11points</p> <p>The presentation responds to the assignment and addresses the topic, but has significant weaknesses with respect to some of the requirements and/or appropriate technical level</p>	<p>10 points or less</p> <p>The presentation does not respond to many of the requirements of the assignment, and/or is poorly tailored for the intended audience</p>
<p>ANALYSIS AND DISCUSSION:</p> <p>Oral presentations are expected to provide an appropriate level of analysis, discussion, and evaluation as required by the assignment.</p> <p>(15 Points)</p>	<p>14-15 points</p> <p>The presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate</p>	<p>12-13points</p> <p>The presented material is analyzed and evaluated and appropriate reasons, discussion of alternatives, explanations, and examples are given for most of the main points</p>	<p>11points</p> <p>Presented material is analyzed and evaluated at a reasonable level but is not used effectively to support many of the main points</p>	<p>10 points or less</p> <p>The depth of analysis and evaluation of the presented material is not enough, and discussion contains unnecessary or trivial material</p>
<p>ORGANIZATION:</p> <p>Oral presentations are expected to be well-organized in overall structure, beginning with a clear statement of the problem and ending with a clear conclusion.</p>	<p>18-20 points</p> <p>The presentation is well structured; its organization contributes to its purpose. The problem is clearly stated,</p>	<p>16-17points</p> <p>The presentation is generally well-structured, with only a few flaws in the overall</p>	<p>14-15 points</p> <p>The presentation has a defined structure, but the organization is not optimal for supporting the</p>	<p>13points or less</p> <p>The presentation is poorly structured; organizational flaws undermine its</p>

(20points)	and technical content is well ordered for clarity	organization	presentation's content	effectiveness and clarity
STYLE/FORM AND FORMAT: Presentations are expected to be stylistically effective – that is, to consist of visual aids with well-chosen words and graphics which complement the speaker, and consistent with the time limit of the presentation. (10 points)	9-10 points The visual aids (e.g. PowerPoint slides) are informative, well designed, easy to read and complement the speaker's content. The number of slides is consistent with the time limit of the presentation	8 points The visual aids are informative and generally supportive of the presentation but could be improved to more effectively complement the speaker's content	7 points The visual aids are generally supportive of the presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk	6 points Visual aids are not designed to effectively convey the information intended by the speaker
SPEAKING SKILLS: Presenters are expected to use an effective speaking style that exhibits enthusiasm, generates interest in the audience, and communicates the intended information. (25 points)	23-25 points Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time	20-22 points Speaker is prepared and familiar with the content of the visual aids, but may occasionally stray from the topic and/or have other deficiencies in speaking style	18-19 points Speaker is reasonably prepared but tends to look at visual aids for prompting, and is not able to communicate all the intended content	17 points or less Speaker is not prepared and reads from visual aids or cue cards, does not use voice or body language effectively to engage the audience in the topic
PROFESSIONALISM: Presenters are expected to dress appropriately for the audience and act in a manner expected in a professional setting	9-10 points Speaker is appropriately dressed, avoids distracting body language during the presentation, comports	8 points Speaker is appropriately dressed, generally acts professionally, but exhibits some minor	7 points Speaker is reasonably dressed, but some lapses in decorum detract from the	6 points Speaker is not dressed appropriately for the audience, does not present him/herself in

(10 points)	him/herself professionally throughout the presentation	lapses in decorum	presentation's impact	a serious and professional manner
CONCLUSIONS: Presentations are expected to draw appropriate conclusions and recommendations based on its content. (5 points)	5 points Key points are clearly re-stated at the end of the talk so that the audience clearly understands the purpose of the technical work	4 points The presentation has a conclusion, but some of the key points are not highlighted effectively	3.5 points The presentation has a brief conclusion but is not substantial in content	3 points or less The presentation seems to end abruptly without any summation for the audience

(CSUN, 2012)

Course Outline: The Course outline is subject to some changes depending on the needs and level of the class.

WEEKS	ASSIGNMENTS
1 01/13-01/17	Introduction of Students and Professor Class requirements/course syllabus January 13, 2020 - Classes Begin The Classification of students accordingly to Career Interest An Overview of Ethics in regard to the Criminal Justice System Part One—Ethics and the Criminal Justice System Chapter 1-Morality, Ethics, and Human Behavior Discussion on Employment Trends: The World of Work Assigned Reading: Chapter 1 and other assigned readings
2 01/20-01/24	Chapter 2—Determining Moral Behavior First Responders: Careers in Law Enforcement, Public Safety, and Related Fields Assigned Reading: Chapter 2 and other assigned readings Martin Luther King Holiday – January 20, 2020
3 01/27-01/31	Chapter 3—Justice and Law Discussion on Careers in the Courts, Corrections, and Related Fields Assigned Reading: Chapter 3 January 27, Last Day to Drop/Add Courses
4 02/03-02/07	Chapter 4—Becoming an Ethical Professional Discussion on Careers in Private Security Assigned Reading: Chapter 4 and other assigned readings Submit Topic for Term/Research Paper MLK/Black History Convocation – February 6, 2020
5 02/10-02/14	Part II: Police Chapter 5—The Police Role in Society: Crime Fighter or Public Servant? Discussion on Choosing a Career: Know the Job and Yourself Assigned Reading: Chapter 5 and other assigned readings
6 02/17-02/21	Chapter 6—Police Discretion and Dilemmas Discussion on Internships: Testing the Waters Assigned Reading: Chapter 6 and other assigned readings First Draft of Term/Research Paper (Career Oriented) Due Graduation Application Due – February 21, 2020
7 02/24-02/28	Chapter 7—Police Corruption and Responses Discussion on Physical Fitness and Testing Assigned Reading: Chapter 7 and other assigned readings
8 03/02-06/06	MID-TERM EXAMS Part III: Law Chapter 8—Law and Legal Professionals Discussion on Other Forms of Testing

	Assigned Reading: Chapter 8 and other assigned readings
9 03/09-03/13	March 9, 2020: Deadline to submit Mid-Term Grades SPRING BREAK
10 03/16-03/20	Chapter 9—Discretion and Dilemmas in the Legal Profession Discussion on Attributes of Successful Candidate; The Resume: Selling Yourself on Paper; The Application Process: Finding and Applying for Jobs Assigned Readings: Chapters 9 and other assigned readings Honors Convocation – March 19, 2020
11 03/23-03/27	Chapter 10—Ethical Misconduct in the Courts and Responses Discussion on The Resume: Selling Yourself on Paper, and the Application Process: Finding and Applying for Jobs Assigned Readings: Chapters 10 and other assigned readings (Resume with an official stamp from Career Services Due) (Cover letter with an official stamp from Career Services Due) [Completed Job Application (Career Oriented) Due] March 26, 2020: Last Day to Withdraw from a Class
12 03/30-04/03	Part IV: Corrections Chapter 11—The Ethics of Punishment and Corrections Assigned Readings: Chapter 11 and other assigned readings (Mock Interviews Begin) (Note: Students are to dress in the proper business attire) Continuation of Oral Presentations April 2, 2020 – Last Day to Withdraw from the University April 2, 2020 – Research Day
13 04/06-04/10	Chapter 12—Discretion and Dilemmas in Corrections Assigned Reading: Chapter 12 Oral Presentations April 10, 2020 – Good Friday
14 04/13-04/17	Chapter 14—Correctional Professionals: Misconduct and Responses Discussion on, At Last, You’ve Gotten the Job—Congratulations! The Career Ladder: Insights into Promotions and Job Change Assigned Readings: Chapter 14 and other assigned readings Continuation of Oral Presentations April 13, 2020: Easter Monday Founder’s Week – Founder’s Day Convocation – April 16, 2020
15 04/20-04/24	Chapter 14- Making Ethical Choices Continuation of Oral Presentations and Mock Interviews April 23, 2020 – Course Project Due by 11:59 PM
16 04/27-05/01	SENIOR Final Exam – April 27-30, 2020 May 1, 2020 – Grades Due

17 05/05-05/08	FINAL EXAMS COMMENCEMENT – May 9, 2020
Week 18 05/11-05-15	May 11, 2020 - Deadline to Submit Final Grades

Disclaimer!!!!

I reserve the right to change anything in this syllabus. All changes will be announced in class or via Blackboard mail, if necessary. Be aware that if I feel readings are not being completed, I will give unannounced quizzes. If I feel class participation is lackluster, I may grade it more heavily. Any changes will count towards your grade in addition to the grading structure described above. Realistically, these options create more work for both you and I. So, let's not have to resort to them.