

MISSISSIPPI VALLEY STATE UNIVERSITY  
Department of Criminal Justice  
CJ 492-01 Seminar in Criminal Justice Ethics and Career  
Fall 2018  
Thursday (R) 11:00 am – 11:50 am Room SSB 18

Instructor: Sherill V. C. Morris-Francis, Ph.D.  
Office: Social Science Building Room “N”  
Phone: 662-254-3641  
E-mail: sherill.morris@mvsu.edu

**Office Hours:**

Tuesday - 11:00 AM – 3:00 PM

Wednesday – 10:00 AM – 2:00 PM

Thursday – 1:00 PM – 3:00 PM

Or by appointment

**Required Text:**

Required Text(s): Harr, J. S., & Hess, K.M. (2010). Careers in criminal justice and related fields: From internship to promotion. 6<sup>th</sup> edition. California: Wadsworth, Cengage Learning. ISBN: 13: 978-0-495-60032-9

**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: (1 Credit hours).**

An advance seminar course designed to expose graduating seniors to job search.

**Student Learning Outcomes (SLOs):**

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

1. Orally and in written form describe the three components of the criminal justice system;
2. Understand the importance of being able to speak intelligently about the criminal justice field;
3. Develop a cover letter and resume that will be useable in a formal manner;
4. Demonstrate effective job-seeking strategies (e.g., researching individuals, communities, and jobs, managing job interviews, negotiating salaries and benefits); and
5. Understand the role ethics plays in the criminal justice arena.

### **Criminal Justice Undergraduate Program Learning Outcomes (PLOs):**

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

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

### **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. A number of strategies will be utilized to provoke students interest and discussion, including (but not limited to) class discussion, on-line activities, assigned reading, and/or individual projects, role-playing, roundtables, debates, written assignments and traditional lecture. Students are expected to read the **required textbook**, as well as read the handout materials before the day of discussion. The students must be prepared to ask and respond to questions and participate in class discussion. The student 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 five written 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 50% of your overall grade. This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes of the course.

### **Assignment #1 – Personality Test – 10%**

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 August 30, 2018: Jung Typology Test at <http://www.humanmetrics.com/personality> and GACollege 411 at <https://www.gafutures.org/>

### **Assignment #2 – Career Oriented Research Paper – 20%**

Students are required to write a career-oriented paper relative to their career interest. Please review the attached guidelines for writing this paper. The final course paper is due on or before December 4, 2018. The paper is to follow the APA style and must be between five (5) to seven typed double-

spaced pages, excluding title and reference pages. For information on APA style/format, please reference the APA (6<sup>th</sup> ed.) Manual or students can visit the APA website at [www.apa.org](http://www.apa.org). In addition, the course paper must consist of a minimum of five (5) 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 (Dr. Morris-Francis) assesses/grades 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)

### **Assignment #3 - Oral Presentation: 10%**

Please refer to the grading rubric for oral presentations. Students will be assigned presentation dates (on or before December 4, 2018) to present their career- oriented paper to the class. Students can earn up to 100 points.

### **Assignment # 4 – Career Related Assignments – 15% (Your Portfolio)**

At the beginning of the semester the students will be required to develop their Career Portfolio. This portfolio should contain the following items: a) copies of their personality assessment; b) copies of any earned certificates or awards, c) copies of the following four (4) career related assignments relative to job-seeking strategies/or professional growth activities – 1) a completed job application; 2) their resume 3) cover letter, 4) mock interview report. Students will work with the MVSU Career Service to complete activities 1 – 4. Each activity is worth twenty-five (25) points. Further instructions on completing these assignments will be given in class. **Completed Portfolios are due by December 4, 2018).**

### **Pop Discussion/Presentation – 5%**

Each week students will select a question from a question pool (prepared by the instructor and students) and will make a five-minute presentation to the class. Information for this presentation will be from the text and from internet searches within the class. Questions will be centered on ethical issues in the different criminal justice careers.

### **Exams – 40%**

Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 50 to 60 questions (e.g., multiple choice, true/false, essay). It is important that students come to class and take good notes to successfully pass this class. Also, the exams are not open notes/open book; so students need to study the material and remember the important concepts. Each exam will encompass only the materials analyzed during that portion of the course.

If a student must miss a test, exam or quiz (due to an emergency), the instructor must be informed

before the test is administered, via telephone or e-mail. 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.

Class participation is key!!! The instructor is interested in creating a dialogue – in which the students actively participate – as they examine key topics. Expect to be called on to answer questions. These questions will not be “picky” (i.e. what did the author say in paragraph one on page 10?) Instead, the question may ask you to broadly summarize a reading or to offer your opinions/insights about it. The instructor will also ask “Why” frequently. In addition, the instructor expects the students to participate actively in class. (I will keep track! If you don’t participate, you should not expect to do well). Attendance, completion of assignments, quizzes and examinations also constitute class participation.

### **Grading Matrix**

<b>Instrument</b>	<b>Value (points or percentages)</b>	
Exams 2 @ 100.	200 points	40%
Assignment #1	50 points	10%
Assignment #2	75 points	20%
Assignment #3	100 points	10 %
Assignments #4 (4@25)	100 points	15%
Pop Discussion/Presentation	50 points	5%
<b>Total:</b>	<b>575 points</b>	<b>100%</b>

### **Grading Scale:**

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

### **Grade Appeals:**

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

### **Attendance and Participation Policy:**

Each student should be aware of Mississippi Valley State University’s attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.

### **Submission of Work:**

The first week begins the first day of the term. Scheduled assignments **MUST** be completed and successfully submitted when requested by 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.

### **Make-up Examination Policy:**

Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc.).

### **Course Drop/Incomplete:**

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.**

### **Cheating and Plagiarism Policy:**

Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.

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.

### **Academic Integrity:**

All acts of academic dishonesty, including, but not limited to, cheating on exams, plagiarism, internet papers, paraphrasing internet papers, presenting someone else's work as your own, failing to meet academic and professional requirements, will result in an automatic "F". The University's academic honesty and plagiarism policies are enforced in this course.

### **Special Needs and Accommodations:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities

(SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

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

### **TYPES OF DISABILITIES COVERED UNDER THE LAW**

Acquired Brain Injury  
Attention Deficit Hyperactivity Disorder  
Blind and Low Vision  
Deaf and/or Hard of Hearing  
Learning Disabilities  
Medical Disabilities  
Mental Health Disabilities  
Mobility Impairments

Dean, University College  
Services for Students with Disabilities (SSD)  
H.G. Carpenter Building  
(662) 254-8376

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

WEEKS	ASSIGNMENTS
<p>1 08/20- 08/24</p>	<p><b>August 20: Classes Begin</b> Introduction of Students and Professor Class requirements/course syllabus Self-Assessments – Jung Typology Test GACollege 411 <b>The Classification of students according to Career Interest</b></p>
<p>2 08/27- 08/31</p>	<p>An Overview of Ethics regarding the Criminal Justice System <b>Part One—The Challenge</b> Chapter 1-Employment Trends: The World of Work Assigned Reading: Chapter 1</p>
<p>3 09/3 – 09/7</p>	<p>Chapter 2-First Responders: Careers in Law Enforcement, Public Safety, and Related Fields Assigned Reading: Chapter 3 <b>Labor Day Holiday – September 3, 2018</b></p>
<p>4 09/10- 09/14</p>	<p>Chapter 3—Careers in the Courts, Corrections, and Related Fields Assigned Reading: Chapter 4 <b>Last Day to Add/Drop Classes – September 10, 2018</b> <b>December Graduation Application Due – Sept. 14, 2018</b></p>
<p>5 <b>09/17- 09/21</b></p>	<p>Chapter 4—Careers in Private Security Assigned Reading: Chapter 5 <b>September 20: First Draft of Term/Research Paper (Career Oriented) Due</b></p>
<p>6 09/24- 09/28</p>	<p>Chapter 5—On Choosing a Career: Know the Job and Yourself Assigned Reading: Chapter 6</p>
<p><b>7 10/1 – 10/5</b></p>	<p><b>MID-TERM EXAMS</b></p>
<p>8 10/08- 10/12</p>	<p>Chapter 6—Internships: Testing the Waters Assigned Reading: Chapters 7 &amp; 8 <b>October 8, 2018: Deadline to submit Mid-Term Grades</b> <b>October 11, 2018 : Online Registration begins for Spring 2019</b></p>
<p>9 10/15- 10/19</p>	<p><b>Part 2-Meeting the Challenge Preparing</b> Chapter 7—Physical Fitness and Testing Chapter 8—Other Forms of Testing Assigned Reading: Chapters 9 &amp; 10</p>

10 10/22 – 10/26	Chapter 9—Attributes of Successful Candidates Chapter 10—The Resume: Selling Yourself on Paper Assigned Readings: Chapter 11
11 10/29-11/2	Chapter 11—Preparing for Not Getting the Job Assigned Readings: Chapters 12 & 13 <b>November 2, 2018 - Last Day to Withdraw from a Class</b> <b>Mock Interviews - (Note: Students are to dress in the proper business attire)</b>
12 11/5- 11/9	<b>Part 3—Job-Seeking Strategies</b> Chapter 12—Finding and Applying for Jobs Chapter 13—The Application Process: Finding and Applying for Jobs Assigned Reading: Chapter 14 <b>November 9, 2018 – Last Day to Withdraw from the University</b>
13 11/12- 11/16	Chapter 14—The Interview: A Closer Look Assigned Readings: Chapters 15, 16 & 17
14 11/19 - 11/23	<b>Fall Break</b> <b>Thanksgiving Holidays</b>
15 11/26 – 11/30	Part 4—Your Future in Your Chosen Profession Chapter 15—At Last, You’ve Got the Job—Congratulations! Chapter 16—The Career Ladder: Insights into Promotions and Job Change Chapter 17—Job Loss and Change: The Road Less Traveled <b>Portfolios - DUE</b> <b>November 26, 2018 - Classes Resume</b>
16 12/3 – 12/7	<b>FINAL EXAMS</b> <b>December 4, 2018 - Course Paper Due 11:59 PM.</b> <b>Last opportunity to submit Portfolios</b>
17 12/10- 12/14	<b>December 10: Deadline to Submit Final Grades</b>

<b>Disclaimer:</b>	<i>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</i>
--------------------	--



	<i>described above. Realistically, these options create more work for both you and I. So, let's not have to resort to them.</i>
--	---

**Course Procedures**

**Students are expected to be civil – respect for themselves, other students, and the instructor at all times. Talking while the class is in session, without being called on by the instructor, is very disruptive. Students who are disruptive will be asked to vacate the classroom and have a conference with the instructor prior to returning to the classroom.** Please note that cell phones should be turned off and no children, or persons not registered for the course are allowed in the classroom. **Continued disruption in this regard can result in a deduction of 10 points from your grade.**

**THIS CLASS REQUIRES REGULAR ATTENDANCE.**

Attendance will be taken 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 up 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 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!)

**RUBRIC FOR TERM/RESEARCH PAPER**

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

## GRADING RUBRIC FOR ORAL PRESENTATION

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Adequate (2)</b>	<b>Weak (1)</b>
<p><b>RESPONSE TO ASSIGNMENT:</b> 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><b>(15 points)</b></p>	<p><b>14-15 points</b></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><b>12-13points</b></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><b>11points</b></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><b>10 points or less</b></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><b>ANALYSIS AND DISCUSSION:</b> Oral presentations are expected to provide an appropriate level of analysis, discussion and evaluation as required by the assignment.</p> <p><b>(15 Points)</b></p>	<p><b>14-15 points</b></p> <p>Presented material is completely analyzed and evaluated, providing support for main points with reasons, discussion of alternatives, explanations, and examples as appropriate</p>	<p><b>12-13points</b></p> <p>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><b>11points</b></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><b>10 points or less</b></p> <p>The depth of analysis and evaluation of the presented material is not sufficient, and discussion contains unnecessary or trivial material</p>
<p><b>ORGANIZATION:</b> 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><b>(20points)</b></p>	<p><b>18-20 points</b></p> <p>The presentation is well structured; its organization contributes to its purpose. The problem is clearly stated and technical content is well ordered for clarity</p>	<p><b>16-17points</b></p> <p>The presentation is generally well-structured, with only a few flaws in overall organization</p>	<p><b>14-15</b></p> <p>The presentation has a defined structure, but the organization is not optimal for supporting the presentation's content</p>	<p><b>13points or less</b></p> <p>The presentation is poorly structured; organizational flaws undermine its effectiveness and clarity</p>
<p><b>STYLE/FORM AND FORMAT:</b> Presentations are expected to be stylistically effective –</p>	<p><b>9-10 points</b></p> <p>The visual aids (e.g. PowerPoint slides) are</p>	<p><b>8 points</b></p> <p>The visual aids are informative and generally</p>	<p><b>7 points</b></p> <p>The visual aids are generally supportive of the</p>	<p><b>6 points</b></p> <p>Visual aids are not designed to effectively to</p>

<p>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.</p> <p><b>(10 points)</b></p>	<p>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</p>	<p>supportive of the presentation, but could be improved to more effectively complement the speaker's content</p>	<p>presentation, but some of them are difficult to read, too busy, and/or not necessary for the intent of the talk</p>	<p>convey the information intended by the speaker</p>
<p><b>SPEAKING SKILLS:</b> Presenters are expected to use an effective speaking style which exhibits enthusiasm, generates interest in the audience, and communicates the intended information.</p> <p><b>(25 points)</b></p>	<p><b>23-25 points</b></p> <p>Speaker is well prepared, establishes effective eye contact with the audience, speaks clearly and audibly, stays on topic and finishes the presentation on time</p>	<p><b>20-22 points</b></p> <p>Speaker is prepared and familiar with the content of the visual aids, but may occasionally stray from topic and/or have other deficiencies in speaking style</p>	<p><b>18-19 points</b></p> <p>Speaker is reasonably prepared but tends to look at visual aids for prompting, and is not able to communicate all of the intended content</p>	<p><b>17 points or less</b></p> <p>Speaker is not prepared and has to read from visual aids or cue cards, does not use voice or body language effectively to engage audience in topic</p>
<p><b>PROFESSIONALISM:</b> Presenters are expected to dress appropriately for the audience and act in a manner expected in a professional Setting</p> <p><b>(10 points)</b></p>	<p><b>9-10 points</b></p> <p>Speaker is appropriately dressed, avoids distracting body language during presentation, comports him/her self professionally throughout the presentation</p>	<p><b>8 points</b></p> <p>Speaker is appropriately dressed, generally acts professionally, but exhibits some minor lapses in decorum</p>	<p><b>7 points</b></p> <p>Speaker is reasonably dressed, but some lapses in decorum detract from the presentation's impact</p>	<p><b>6 points</b></p> <p>Speaker is not dressed appropriately for the audience, does not present him/her self in a serious and professional manner</p>
<p><b>CONCLUSIONS:</b> Presentations are expected to draw appropriate conclusions and recommendations based on its content.</p> <p><b>(5 points)</b></p>	<p><b>5 points</b></p> <p>Key points are clearly re-stated at the end of the talk so that the audience clearly understands the purpose of the technical work</p>	<p><b>4 points</b></p> <p>The presentation has a conclusion, but some of the key points are not highlighted effectively</p>	<p><b>3.5 points</b></p> <p>The presentation has a brief conclusion but is not substantial in content</p>	<p><b>3 points or less</b></p> <p>The presentation seems to end abruptly without any summation for the audience</p>

(CSUN, 2012)