

CRIJ 7333
Proseminar in Criminal Justice
The Department of Criminal Justice & Criminology
Sam Houston State University
Spring 2018

PROFESSOR: Dr. Danielle Boisvert
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CLASS HOURS: W 9:00am-11:50am
CLASSROOM: A213
OFFICE HOURS: W 12:00-1:00pm and by appointment

I. REQUIRED TEXTBOOKS

Gross-Davis, Barbara. (2009). *Tools for Teaching*, 2nd Edition. San Francisco, CA. Jossey-Bass.

II. COURSE DESCRIPTION

This course is designed to prepare doctoral students for successful college teaching both in class and online as well as further their professional development. The majority of the course (75%) will focus on important instructional methods, practices, resources and materials necessary to facilitate course development and delivery in higher education. Each student will select and develop one residential undergraduate course. All aspects of course preparation: selection of textbook, development of syllabi, lectures, power points, exams, quizzes, assignments, handouts, etc. will be completed. Students are also required to conduct a guest lecture in an undergraduate classroom and are expected to complete the 12-week Teaching Online with Blackboard Certification Series. The remainder of the course (25%) will focus on professional development with an emphasis on how to write a research article, research portfolio, and dissertation as well as an overview of how to secure employment and be successful in an academic position.

III. COURSE OBJECTIVES

1. Develop and prepare an undergraduate course for in class instruction
2. Design assessment and evaluation instruments to measure student learning
3. Understand and develop various active learning techniques and methods
4. Demonstrate and navigate Blackboard as a classroom organizational tool and an online course delivery platform
5. Complete the Teaching Online with Blackboard Certification Series
6. Understand how various learning and teaching styles can impact course delivery
7. Recognize potential problematic student behavior and learn how to react to these behaviors
8. Understand how student services, university, college, and department policies, and other guidelines are used as resources for teaching
9. Demonstrate expertise in designing and delivering an undergraduate criminal justice course for in class and online instruction

10. Teach an undergraduate course in class and online and will be certified as a DELTA online instructor
11. Understand how to write a research article, research portfolio, and dissertation.
12. Understand the job search process and how to apply for and be successful in an academic position.

IV. COURSE REQUIREMENTS

1) Lead Class Discussion on Selected Articles: 5 points

Students are expected to lead class discussion on the readings throughout the course. This includes *briefly* identifying the focus and main point(s) of each journal article reading and developing at least two questions geared toward promoting class discussion of the readings.

2) Learning Objectives: 5 points

This assignment requires students to articulate the learning objectives of a course that they are developing to likely teach in the Fall. For this assignment, students should prepare a draft of the actual statement or text that will go on the syllabus regarding these items. The statement should include 1 paragraph that clearly explains the course (course description), and 1 bullet pointed paragraph that clearly states the learning objectives for the course.

3) In-class Discussion Using Groups: 5 points

Develop an in-class assignment geared toward promoting class discussion of course materials among students in small groups. Articulate how you will get students to discuss the material and how the in-class project is structured to keep students focused and on task. Write instructions for implementing this exercise and how you would grade it (if at all).

4) Textbook Selection: 5 points

This assignment focuses on the process of selecting texts and readings for a course. The first part of this assignment requires you to identify at least 3 possible texts that could be used in your course. (Hint: Review syllabi from other instructors and search publisher websites and/or borrow copies of these texts from faculty, other students, or the library). Detailed information is also frequently available on the publisher's website. In a 1-2 page single-spaced paper, rank your top 3 text choices and your selection criteria for each. Identify the top 3-5 criteria you used in evaluating the texts and justify your decision for your top text choice. Submit a copy of the full citation and table of contents for the text that you selected as most appropriate for your course along with your write up.

5) Teaching Philosophy Statement: 10 points

Write a 1-2 page (maximum) single-spaced statement of your teaching philosophy that describes your teaching style including the goals that you set for yourself and your students when teaching. A teaching philosophy should transcend the goals that you set for any one course.

6) Written Assignment and Grading Rubric: 5 points

Develop a take home writing assignment and a grading rubric that is appropriate for the class you intend to teach. *Bring copies* for the class and be prepared to explain why you think the assignment is relevant with respect to course learning objectives. Also be ready to defend the validity of the grading rubric that you constructed.

7) Grading and Feedback: 5 points

Assign grades to a written assignment from five “students” and provide each student with feedback on his/her paper. Be prepared to discuss the criteria you used to grade the papers and to explain how you went about providing feedback to these students.

Note: these writing assignments were obtained from various CJ faculty members who taught a writing-enhanced undergraduate course. Student names and grades have been removed. No attempt should be made to try to identify the student who wrote the paper.

8) Letter of recommendation: 5 points

Submit a 1-2 page letter of recommendation (using SHSU letterhead) for a student under one of these hypothetical situations: 1) an undergraduate student who received an A in your class, came to your office hours, asked questions in class, etc. 2) an undergraduate student who received an A in your class but you never spoke to throughout the semester, 3) an undergraduate student who received a B in your class, came to your office hours, asked questions in class, etc., 4) an undergraduate student who received a B in your class but you never spoke to throughout the semester, or 5) an undergraduate student who received a C in your class, came to your office hours, asked questions in class, etc.

9) Research Agenda: 10 points

Submit a 1-2 page (maximum) single space research philosophy and/or research agenda that includes a brief overview of your research interests, your past research accomplishments, your current research projects, and what your 5 year research plan looks like. Remember to include why/how your research is important in advancing our discipline.

10) CV and Cover Letter: 10 points

Submit your current CV and a cover letter for an academic position. You can treat this assignment as if you were applying for a tenure-track faculty position in the Department of Criminal Justice and Criminology at Sam Houston State University (search chair: Dr. Danielle Boisvert). Cover letters should not be longer than 2 pages single spaced on SHSU letterhead.

11) Guest Lecture: 10 points

Deliver a guest lecture for a faculty member's course and ask that person to provide you with written feedback using our teaching rubric. (NOTE: Feedback should be from a faculty member; students who guest lecture for another graduate student's or adjunct's class should make arrangements for a faculty member to observe and provide them with written feedback). I have already identified faculty members who have agreed to allow you to guest lecture in their course this spring.

Student	Instructor & Faculty Observer	Course
Eric Cooke	Dr. Ling Ren	Research Methods
Amber Griffin	Dr. Ling Ren	Research Methods
Ethan Marshall	Dr. Danielle Boisvert in Layne Dittman's course	Research Methods
Nicholas Salimbene	Dr. Danielle Boisvert in Ahram Cho's course	Research Methods
Joshua Shadwick	Dr. Danielle Boisvert in Ahram Cho's course	Research Methods

Make plans for your guest lecture with the identified faculty member listed above (changes can only be made if the faculty is no longer able to assist) and *notify me of the details by February 14th*. Discuss your plans for covering the entire class period in advance with the instructor. Remember, faculty are doing you a favor by allowing you to guest lecture, please be as accommodating to *their* schedule as possible. Make sure to provide me with a copy of the faculty's feedback. Keep the original form for your files.

12) Professional Development: 5 points

Attend and participate in one of the spring sessions of TACS (Teaching Assistant Certification Series) <http://www.shsu.edu/pace/graduate-student-professional-development.html>

Provide evidence of your attendance (e.g., handouts, sign-in sheet, etc.) and share what you learned with the class the following class period (summarize your workshop experience orally, approximately 5 minutes).

13) Syllabus: 10 points

Students are expected to construct a *full* syllabus for a course that they are likely to teach in the Fall 2018. This means that students should incorporate dates in their syllabus as well as dates for campus closings (e.g., holidays). Policies for plagiarism, make-up/late assignments, and other relevant topics should also be included. Students should seek feedback on the content, format, and course requirements from their peers, other students, and *at least one faculty* on their syllabus before submitting their final draft. In seeking feedback, attempt to determine if the expectations are commensurate with student abilities given the level of the course, and develop a sense of the amount of time and effort that teaching the course will require of you as the instructor.

14) Online course: 10 points

Students are expected to complete the 8-week Teaching Online with Blackboard Certification Series created by DELTA that **starts in February**. There are 4 courses to complete in order to obtain the certificate. This course is mandatory. Please submit a copy of your certificate once you successfully complete the course (and remember to add this information to your CV!).

There are no extra credit opportunities in this course.

V. COURSE GRADING

Final course grades are calculated based on total points earned across all assignments outlined above

A = 90-100%

B = 80-89%

C = 70-79%

F = 69% or less

GRADING RUBRIC

As noted, the primary purpose of this course is to introduce students to "best practices" in the realm of pedagogy and to provide them with an opportunity to apply what they have learned in the development of their own curriculum materials for a particular course. A secondary purpose of the course is to foster strong communication skills because of their centrality to teaching and working successfully with students. In consideration of these factors, student assignments will be graded in terms of their substantive content (i.e., comprehensive and complete coverage of the assignment, incorporation/use of course information and materials in an appropriate manner) and also in terms of their presentation (i.e., writing style, structure/organization, and clarity).

The following rubric is intended to provide students with a sense of the expectations for course assignments:

A: An "A" paper is one that is well written, clearly organized, and comprehensive in its coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting elements/statements clear, conclusion) and main ideas are clearly supported and explained. If the assignment involves developing curriculum materials for a course that the student will teach, the goal/purpose of the assignment and its connection to overall course objectives (both substantive and skills-based goals) is clear. This paper is outstanding to excellent and its quality suggests that the student took the assignment seriously and was thoughtful in completing it.

B: A "B" paper is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). Coverage of the assignment is generally complete and accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. If the assignment involves developing curriculum materials for a course that the student will teach, the stated goal or purpose of the assignment may lack clarity and there may not be information about how the project is related to overall course goals and objectives, or they are only implied. This paper often appears as if it needs minor to moderate revision and/or proofreading. This paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort.

C: A "C" paper is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical/typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. If the assignment involves developing curriculum materials for a course that the student will teach, the stated goal or purpose of the assignment is likely missing, and the connection with overall course goals is unclear. This paper often appears as if it needs moderate to significant revision and/or proofreading. This quality of work should be viewed as unacceptable by graduate students in general, and doctoral students in particular. This paper barely meets minimum expectations and is below average. Its quality suggests that the student did not take the assignment seriously and was rushed through it with little thought or attention to detail.

D/F: A "D/F" paper lacks clarity and organization as well as relevant substance. Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. If the assignment involves developing curriculum materials for a course that the student will teach, the stated goal or purpose of the assignment is likely missing, or only implied, and it is not clear if there is a connection with them at all. This paper often appears as if it needs significant revision and/or proofreading. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought.

VI. TENTATIVE COURSE SCHEDULE

DATE	TOPIC, READINGS, AND ASSIGNMENT SUMMARY
Session 1 W 1/17/18	<p>Topic: Course Selection, Student Presentation Selection, Learning Styles</p> <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Belknap, J. (1996). Criminal justice teaching practicum: Teaching doctoral students to teach. <i>Journal of Criminal Justice Education</i>, 7, 121-136. 2. Cullen, F. T., & Vose, B. (2014). How to Be a Successful Graduate Student. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 362-377.
Session 2 W 1/24/18	<p>Topic: Part I - Getting Underway</p> <p>Book: Gross-Davis (2009) Chapters 1-4</p> <ul style="list-style-type: none"> • Designing or revising a course • The comprehensive syllabus • The first days of class • Classroom conduct and decorum <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Payne & Gainey (2000). Developing and dealing with controversial issues in criminal justice courses. <i>Journal of Criminal Justice Education</i>, 11(2), 313-25. 2. Lam, D. K., Burke, T., & Tewsbury, R. (2001). Professor-student

	<p>communications: Why they should be privileged communications. <i>Journal of Criminal Justice Education</i>, 12, 53-75.</p> <ol style="list-style-type: none"> 3. Birzer, Michael L. 2004. "Andragogy: Student Centered Classrooms in Criminal Justice Programs." <i>Journal of Criminal Justice Education</i> 15:2:393-412. 4. Withrow, B. L., Weibel, K., & Bonnett, J. (2004). Aren't They All the Same? A Comparative Analysis of introductory Criminal Justice Textbooks. <i>Journal of Criminal Justice Education</i>, 15, 1-18. <p>Assignment Due: Learning Objectives <i>Guest Speaker: International students & international instructors by Dr. Jurg Gerber</i></p>
Session 3 W 1/31/18	<p>Topic: Part II & III – Responding to a Changing Study Body & Discussion Strategies Book: Gross-Davis (2009) Chapters 5-13</p> <ul style="list-style-type: none"> • Diversity and inclusion in the classroom • Students with disability • Reentry and transfer students • Teaching academically diverse students • Leading a discussion • Encouraging student participation in discussion • Online discussions, Asking questions, Fielding student questions <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Kim, Y. (2007). Difficulties in quality doctoral academic advising. Experiences of Korean students. <i>Journal of Research in International Education</i>, 6(2), 171-193. 2. Heard, C. A., & Bing III, R. L. (1993). African-American faculty and students on predominantly white university campuses. <i>Journal of Criminal Justice Education</i>, 4(1), 1-13. 3. Robinson (2000). Using active learning in criminal justice: Twenty-five examples. <i>Journal of Criminal Justice Education</i>, 11(1), 65-78. 4. Stack, S. (2013). Does Discussion Promote Learning Outcomes? Analysis of an Online Criminology Class: Research Note. <i>Journal of Criminal Justice Education</i>, 1-12. <p>Assignment Due: In-Class Discussion using Groups <i>Guest Speaker: Faculty Enlight by Holly Tickner</i></p>
Session 4 W 2/7/18	<p>Topic: Part IV – Large Enrollment Course & Teaching Philosophy Book: Gross-Davis (2009) Chapters 14-19</p> <ul style="list-style-type: none"> • Preparing to teach the large-enrollment class & Delivering a lecture • Personalizing the large-enrollment classroom • Encouraging student participation in the large enrollment course • Maintaining instructional quality with limited resources <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Armstrong, P., Stanton, K., & Mannheimer, K. (2005). How would you teach this class? <i>The Chronicle of Higher Education</i> 2. Schaefer Morabito, M., & Bennett, R. R. (2006). Socrates in the Modern Classroom: How Are Large Classes in Criminal Justice Being Taught?. <i>Journal of</i>

	<p><i>Criminal Justice Education</i>, 17(1), 103-120.</p> <ol style="list-style-type: none"> Montell, G. (2003). What's your philosophy on teaching, and does it matter? <i>The Chronicle of Higher Education</i>. Grundman, H. (2006). Writing a Teaching Philosophy Statement. <i>Notices of the AMS</i>, 53(11), 1329-1333. <p>Assignment Due: Textbook selection <i>Guest Speaker: ACE presentation by Dr. Magdalena Denham</i></p>
Session 5 W 2/14/18	<p>Topic: Part V – Alternative and Supplements to Lectures and Discussion Book: Gross-Davis (2009) Chapters 20-28</p> <ul style="list-style-type: none"> Learning in groups Informal and formal group learning activities Case studies Simulations: role playing, games, and virtual worlds Service learning and civic engagement Undergraduate research Guest speakers <p>Journal Articles:</p> <ol style="list-style-type: none"> Lovell (2001). Crime and popular culture in the classroom: Approaches and resources for interrogating the obvious. <i>Journal of Criminal Justice Education</i>, 12(1), 229-43. Ross & Eliechi (2002). Student attitudes towards internship experiences: From theory to practice. <i>Journal of Criminal Justice Education</i>, 297-312. Payne, B., Sumter, M., & Sun, I. (2002). Bringing the field into the criminal justice classroom: Field trips, ride-alongs, and guest speakers. <i>Journal of Criminal Justice Education</i>, 14, 327-344. Rockell, Barbara A. 2009. "Challenging What They All Know: Integrating the Real/Reel World into Criminal Justice Pedagogy." <i>Journal of Criminal Justice Education</i> 20:1:75-92. Jones, Peter R. 2006. "Using Groups in Criminal Justice Courses: Some New Twists on a Traditional Pedagogical Tool." <i>Journal of Criminal Justice Education</i> 17:1:87-102. Monk-Turner, Elizabeth, and Brian Payne. 2005. "Addressing Issues in Group Work in the Classroom." <i>Journal of Criminal Justice Education</i> 16:1:166-179. <p>Assignment Due: Teaching Philosophy Note: Your guest lecture must be set-up by now; please provide me the details</p>
Session 6 W 2/21/18	<p>Topic: Part VII – Strengthening Students' Writing and Problem-Solving Skills Book: Gross-Davis (2009) Chapters 34-37</p> <ul style="list-style-type: none"> Helping students write better in all courses Designing effective writing assessments Evaluating students' written work Homework: Problem sets

	<p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Bolton (2000). Generating enthusiasm for undergraduate research by teaching futures-based problem-solving skills. <i>Journal of Criminal Justice Education</i>, 11(1), 123-9. 2. Plata. (2008). Looking beyond undergraduates' attitude about a university-wide writing requirement. <i>Journal of Instructional Psychology</i>, 35(4), 365-375. 3. Burke, T., & Owen, S. (2011). Teaching Tip: Utilizing Problem-Based Learning in Criminal Justice Classes. <i>The Criminologists</i>, 36(6), 30-32. 4. Blowers, A. N., & Donohue, M. M. (1994). Teaching a writing-intensive criminal justice course: An educational challenge. <i>Journal of Criminal Justice Education</i>, 5(1), 69-80. <p>Assignment Due: Writing Assignment and Grading Rubric</p>
<p>Session 7 W 2/28/18</p>	<p>Topic: Part VI & VIII – Enhancing Students’ Learning and Motivation & Testing and Grading Book: Gross-Davis (2009) Chapters 29-33 & 38-44</p> <ul style="list-style-type: none"> • Helping students learn • Learning styles and preferences • Motivating students • Informally assessing students’ learning • Mobile learning • Promoting academic honesty • Quizzes, tests, and exams • Allaying students’ anxieties about tests • Multiple-choice and matching tests • Short-answer and essay tests • Grading practices • Calculating and assigning grades <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Clement (2001). Academic dishonesty: To be or not to be? <i>Journal of Criminal Justice Education</i>, 12(2), 253-62. 2. Stack, Steven. 2005. "The Effect of Extra Credit Projects on Learning: A Research Note." <i>Journal of Criminal Justice Education</i> 16:2:318-327. 3. Bolton, Michael. 2003. "Overcoming Inertia: Guiding Criminal Justice Students through MidSemester Slump." <i>Journal of Criminal Justice Education</i> 14:2:355-370. 4. Hobson (2004). Getting students to read: Fourteen tips. <i>The Idea Center</i>. <p><i>Guest Speaker: Tina Hammond on Faculty Support</i></p> <p>Assignment Due: Grading and Feedback</p>

W 3/7/18	ONLINE CLASS – WORK ON BLACKBOARD ONLINE TRAINING COURSE
W 3/14/18	NO CLASS – SPRING BREAK
Session 8 W 3/21/18	<p>Topic: Parts X - Evaluation to Improve Teaching Book: Gross-Davis (2009) Chapters 45-54</p> <ul style="list-style-type: none"> • Early feedback to improve teaching and learning • Video recordings and classroom observations • Teaching portfolio <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Benton & Cashin (2012). Student ratings of teaching: A summary of research literature. <i>The Idea Center</i>. 2. Lersch & Greek (2001). Exploring the beliefs surrounding student evaluations of instruction in criminology and criminal justice undergraduate courses. <i>Journal of Criminal Justice Education</i>, 12(2), 283-99. 3. Wachtel, H. K. (1998). Student evaluation of college teaching effectiveness: A brief review. <i>Assessment & Evaluation in Higher Education</i>, 23(2), 191-212. 4. Gabbidon, S. L. (2002). Exploring the role of race and course content in criminal justice course evaluations: A case study. <i>Journal of Criminal Justice Education</i>, 13(1), 101-112. 5. Wells, J., & McKinney, M. (1997). Assessing criminal justice student learning styles for multimedia instruction. <i>Journal of Criminal Justice Education</i>, 8, 1-18. 6. Haas, S. M., & Senjo, S. R. (2004). Perceptions of effectiveness and the actual use of technology-based methods of instruction: a study of California criminal justice and crime-related faculty. <i>Journal of Criminal Justice Education</i>, 15(2), 263-285. <p>Assignment Due: Course Syllabus <i>Guest Speaker: IDEA by Todd Primm</i></p>
Session 9 W 3/28/18	<p>Topic: Part XI & Part XII – Teaching outside the classroom, Finishing up, & Mentoring Book: Gross-Davis (2009) Chapters 55-61</p> <ul style="list-style-type: none"> • Holding office hours • Email, text-messages, and instant messages • Academic advising and mentoring undergraduates • Guiding, training, supervising, and mentoring graduate student instructors • Student rating forms • Writing letters of recommendation for students <p>Journal Articles:</p> <ol style="list-style-type: none"> 1. Crawford (2011). Dilemmas in supervising and mentoring criminology graduate students. <i>Journal of Criminal Justice Education</i>, 22(2), 226-46. 2. Peterson (1999). Building scholars: A Qualitative look at mentoring in a criminology and criminal justice doctoral program. <i>Journal of Criminal</i>

	<p><i>Justice Education</i>, 10(2), 247-61</p> <ol style="list-style-type: none"> Moak, S. C., & Walker, J. T. (2014). How to Be a Successful Mentor. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 427-442. Ballard, J. D., Klein, M. C., & Dean, A. (2007). Mentoring for success in criminal justice and criminology: Teaching professional socialization in graduate programs. <i>Journal of Criminal Justice Education</i>, 18(2), 283-297. Kunselman, J., Hensley, C., & Tewksbury, R. (2003). Mentoring in academe: Models for facilitating academic development. <i>Journal of Criminal Justice Education</i>, 14(1), 17-35. Guerrero, M., & Rod, A. B. (2013). Engaging in Office Hours: A Study of Student-Faculty Interaction and Academic Performance. <i>Journal of Political Science Education</i>, 9(4), 403-416. <p>Due: Letter of recommendation</p>
Session 10 W 4/4/18	<p>Topic: The Research Process & Writing the Dissertation</p> <p>Articles:</p> <ol style="list-style-type: none"> Eck, J. (2008). On writing about crime and justice. Cullen, F. T. (1989). Having trouble getting published? Ten lessons for success. <i>The Criminologist</i>, 14, 19-21. Choi, K. (2002). How to publish in top journals. <i>Review of International Economics website</i>, http://www.roie.org. Pratt, T. C. (2014). How to Be a Successful Publisher. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 378-391. Denney, A. S., & Tewksbury, R. (2013). How to write a literature review. <i>Journal of Criminal Justice Education</i>, 24(2), 218-234. Hahn Fox, B., & Jennings, W. G. (2014). How to Write a Methodology and Results Section for Empirical Research. <i>Journal of Criminal Justice Education</i>, (ahead-of-print), 1-20. Tewksbury, R., & Mustaine, E. E. (2011). How many authors does it take to write an article? An assessment of criminology and criminal justice research article author composition. <i>Journal of Criminal Justice Education</i>, 22(1), 12-23. Bartula, A., & Worrall, J. L. (2012). Criminology and Criminal Justice Faculty Perceptions of a Multi-Paper Option in Lieu of the Dissertation. <i>Journal of Criminal Justice Education</i>, 23(1), 1-22.
Session 11 W 4/11/18	<p>Topic: Finding an Academic Position</p> <p>Articles:</p> <ol style="list-style-type: none"> Applegate et al. (2009). Academia's most wanted: The characteristics of desirable academic job candidates in criminology and criminal justice. <i>Journal of Criminal Justice Education</i>, 20(1), 20-30. MacKenzie, D. L., & Piquero, A. R. (1999). How to apply for an academic position in criminal justice or criminology. <i>Journal of Criminal Justice Education</i>, 10(2), 201-230.

	<ol style="list-style-type: none"> 3. Adams, K. (1995) "Searching for an academic position: The agony and the ecstasy." <i>The Criminologist</i> 20, 1-4. 4. Sitren, A. H., & Applegate, B. K. (2012). Hiring Criminology and Criminal Justice Academics: The Perceived Importance of Job Candidates' Attributes. <i>Journal of Criminal Justice Education</i>, 23(1), 23-40. 5. Kelsky. (2014). Guide to your academic job search. <p>Due: Research Agenda</p>
Session 12 W 4/18/18	<p>Topic: The Faculty Role</p> <p>Articles:</p> <ol style="list-style-type: none"> 1. Jonson, C. L., & Moon, M. M. (2014). How to Be a Successful Classroom Teacher. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 392-408. 2. Johnson, W. W. (2014). How to Be a Successful Teacher of Professional Development. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 443-454. 3. Cullen, F. T. (2002). It's a Wonderful Life: Reflections on a Career in Progress. <i>The Lessons of Criminology</i>, 1-22. 4. Hattie, J., & Marsh, H. W. (1996). The relationship between research and teaching: A meta-analysis. <i>Review of educational research</i>, 66(4), 507-542. 5. Being a prolific writer: https://chroniclevitae.com/news/836-the-trick-to-being-a-prolific-scholar 6. 10 ways to write daily: http://getalifephd.blogspot.com/2012/01/ten-ways-to-write-every-day.html 7. Worley, R. M. (2011). What Makes Them Tick: Lessons on High Productivity from Leading Twenty-First Century Academic Stars. <i>Journal of Criminal Justice Education</i>, 22(1), 130-149. <p>Due: CV and Cover Letter</p>
Session 13 W 4/25/18	<p>Topic: Administration and the Administrative perspective</p> <p>Reading:</p> <ol style="list-style-type: none"> 1. Burton, V. S. (2014). How to Be a Successful Administrator. <i>Journal of Contemporary Criminal Justice</i>, 30(4), 409-426. 2. Gmelch, W. H., & Miskin, V. D. (1993). "Understanding the Challenges of Department Chairs." <i>Leadership Skills for Department Chairs</i>. Bolton, MA: Anker. pp. 3-18 <p><i>Guest Speaker: Administrative perspective by Dr. Bill Wells</i></p>
W 5/2/18	<p>Make sure that you submit/complete the following <i>before 5pm</i>:</p> <p>Due: Online Series certificate Due: Guest Lecture Feedback Due: Proof of Professional Development Activities</p>
W 5/9/18 9am	<p>Finals Week</p>

VII. ATTENDANCE POLICY AND MAKE-UP EXAMS

Attendance is required and critical to your performance in this class. Class attendance requirements will be followed in accordance with Academic Policy Statement 800401. See: <http://shsu.edu/dept/academic-affairs/aps/aps-students.html>

If you cannot attend a class, please notify me in advance. If you miss a class that has an assignment due, it is still your responsibility to submit your work on time (unless there's a legitimate emergency/reason that has been discussed with me ahead of time). Please note that excessive absenteeism is not acceptable. If you foresee that this is going to be a problem during this semester, please contact me immediately so that we can discuss the issue *before* it happens.

Only under extreme circumstances will I provide a make-up exam to a student who has notified me *prior* to missing the exam. If you are unable to contact me prior to missing the exam, you must notify me in writing within 5 days of the absence. Verbal excuses will not be accepted.

VIII. ACADEMIC HONESTY

The faculty in the Department of Criminal Justice and Criminology expects students to conduct their academic work with integrity and honesty. Acts of academic dishonesty will not be tolerated and can result in the failure of a course and dismissal from the University.

Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion--the unauthorized collaboration with another person in preparing work offered for credit, the abuse of resource materials, etc. See: <http://shsu.edu/dept/academic-affairs/aps/aps-students.html>

Any violation of these regulations will be dealt with in accordance to the severity of the misconduct. If there are *any* doubts concerning what constitutes a violation, please ask me.

IX. DISABLED STUDENT POLICY AND SERVICES FOR DISABLED STUDENTS

It is the policy of Sam Houston State University that no otherwise qualified disabled individuals shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. According to the *Academic Policy Statement 811006-Students with Disabilities*, faculty members are obligated to make every reasonable effort to facilitate the accommodations individuals on the

Classroom Accommodation Request Forms (CARF's) issued by the Services for Students with disabilities (SSD). The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720). See: <http://shsu.edu/dept/academic-affairs/aps/aps-students.html>

Please meet with me if you have need for accommodations based on a disability. I will be happy to work with you to make any necessary arrangements.

X. STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, United States Tax Code. See: <http://shsu.edu/dept/academic-affairs/aps/aps-students.html>

XI. USE OF TELEPHONES AND TEXTING IN CLASS

Electronic device usage of any kind is not allowed in the classroom. Usage of any kind will not be permitted and will be cause for dismissal from class. This means no laptops and no texting during class time. See: <http://shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

XII. DISCLAIMER

The class schedule in this syllabus is subject to change. Announcements of any changes to the schedule will be made in class, via email, and/or posted in Blackboard. These announcements are considered proper notice of change.

ADDITIONAL READINGS

Bordt (1999). Simulation as a tool for teaching research methods in a criminology course. *Journal of Criminal Justice Education*, 10(2), 373-8.

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Byers (1999). Teaching about judgments of crime seriousness in research methods. *Journal of Criminal Justice Education*, 10(2), 339-44.

Chermak & Weiss (1999). Activity-based learning of statistics: Using practical applications to improve students' learning. *Journal of Criminal Justice Education*, 10(2), 361-8.

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Engel, Steven T. 2003. "Teaching Literature in the Criminal Justice Curriculum." *Journal of Criminal Justice Education* 14:2:345-354.

Ferguson & Musheno (2000). Teaching with stories: Engaging students in critical self-reflection about policing and in/justice. *Journal of Criminal Justice Education*, 11(1), 149-58.

Fitzpatrick (2001). Hypothetical rape scenarios as a pedagogical device to facilitate students' learning about prosecutorial decision-making and discretion. *Journal of Criminal Justice Education*, 12(1), 169-91.

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Hirschinger-Blank, Nancy, and Michael W. Markowitz. 2006. "An Evaluation of a Pilot Service Learning Course for Criminal Justice Undergraduate Students." *Journal of Criminal Justice Education* 17:1:69-86.

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Riley, John. 2005. "Teaching on Terrorism: Problems of Interdisciplinary Integration in Introductory Level Texts." *Journal of Criminal Justice Education* 16:1:101-109.

Shover, Neal, and Francis T. Cullen. 2008. "Studying and Teaching White-Collar Crime: Populist and Patrician Perspectives." *Journal of Criminal Justice Education* 19:2:155-174.

Spader (2002). Two models and three uses for mock trials in justice education. *Journal of Criminal Justice Education*, 13(1), 57-77.

Sundt (2010). Overcoming student resistance to learning research methods: An approach based on decoding disciplinary thinking. *Journal of Criminal Justice Education*, 21(3), 266-284.

Taylor, Ralph B., Todd Anderson, and Patrick McConnell. 2003. "Competencies and Interest in a Problem-Focused Undergraduate Research Methods Criminal Justice Course: Two Assessments." *Journal of Criminal Justice Education* 14:1:133-148.

Withrow (2002). A pragmatic method for teaching and assessing research methods. *Journal of Criminal Justice Education*, 13(1), 143-53.

Zeller (1999). On teaching about descriptive statistics in criminal justice: Mean, variance, and standard deviation. *Journal of Criminal Justice Education*, 349-60.