

**Peru State College  
CJUS 495 SEMINAR IN CRIMINAL JUSTICE  
Syllabus – Spring – 2010**

<b>Instructor:</b>	Dr. Greg Galardi
<b>Office Hours:</b>	Monday & Wednesday 8-10:30, 12:30-1:45 Tuesday and Thursday 8-9:15, 2-3:15
<b>Office Telephone:</b>	402-872-2397 1-800-742-4412, ext 2397
<b>Email Address:</b>	ggalardi@peru.edu
<b>Course Meets:</b>	Online for Distance Learners On Campus Students- Hybrid- M & W 1100-1215, TJM 301
<b>Required Textbook:</b>	Waller, Bruce N. (2008) You Decide! Current Debates in Criminal Justice. Upper Saddle River, NJ: Pearson Prentice Hall ISBN 0-205-51410-3  Mays, G. Larry & Ruddell, R. (2008). Making Sense of Criminal Justice: Policies and Practices. New York: Oxford University Press. ISBN 978-0-19-533244-5
<b>Required Software:</b>	None

**Course Description & Objectives**

This capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. This capstone course also focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Particular emphasis is placed on understanding how the principles of each theory may be used to evaluate the primary elements of the justice system: law enforcement, courts, and corrections. This capstone course provides senior students the opportunity to demonstrate they can successfully analyze, evaluate, and interpret issues, problems and policies confronting the criminal justice system through a critical thinking, problem-solving process.

Prerequisites: Senior Criminal Justice majors having completed 45 hours of the Criminal Justice major including CJUS 110, CJUS 220, CJUS 230, CJUS 308, CJUS 340, CJUS 360, and PSYC 330.

When students complete this course, they should be able to:

- 1) Write and communicate in a scholarly fashion.
- 2) Demonstrate an understanding of the methodological frameworks of major criminological theories and how to apply the principles to issues, problem areas, or policies.
- 3) Develop critical thinking and problem-solving skills through collaborative class discussions and demonstrate those skills in weekly discussions, a capstone paper, and a final exam.
- 4) Research and evaluate a position regarding an issue, problem area, or policy and

- effectively defend their position using research-based information.
- 5) Demonstrate a need for the study of a topic utilizing a variety of professional resources to compose a satisfactory literature review.
  - 6) Analyze, evaluate, and interpret alternative positions of thought regarding issues, problem areas, and policies.
  - 7) Analyze issues, problem areas, and policies that impact law enforcement, corrections, and judicial systems.
  - 8) Design and present effective oral presentations utilizing current technologies.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

### **Expectations & Instructional Approach**

Reading of the course texts, discussion boards or classroom debate, PowerPoint presentations, handouts in electronic format, and other educational materials as deemed necessary will be utilized in this course. Due to the hybrid nature of this course, students will be required to submit and complete the majority of the work in the online Blackboard environment. Course content is designed to allow students to gain a greater depth of understanding the theoretical basis of distinct contemporary issues facing the criminal justice system, and how such criminological theories can present an opportunity to practically apply findings within the criminal justice system. Students can expect to participate in a wide range of discussions pertinent to theoretical and practical issues associated with the criminal justice system, and actively work on a project designed to enhance their theoretical and practical knowledge of the criminal justice system.

### **Assessment and Grading Categories**

Students are expected to gain passing scores in each of the following assessment and grading categories.

#### **Class Attendance and Participation:**

**200 Points**

Students shall be assigned weekly readings based on the course texts and other current information provided by the instructor. All students will be asked to constantly critique, provide commentary, and use critical thinking to provide an in depth exploration of the assigned topics. Students who complete the capstone course online are expected to provide substantial written explanation and interaction with peers via the discussion board each week.

It is expected, as part of ongoing discussions, that students be prepared to actively participate in discussions related to current problems within the criminal justice system, how criminological theory applies to these problems, and how such problems impact the federal, state and local levels of government and the different elements of the criminal justice system (police, courts and corrections). Discussions of topics should include supporting positions and alternative viewpoints, as well as thoughtful conclusions based on informed opinions. This course requires active participation via the discussion board on a daily basis or weekly attendance in the classroom. Students taking the course online shall check and contribute to the discussion board on a daily basis. The more each student contributes to the discussion through exploration, discussion, and problem solving, the more likely a higher level of academic achievement can be met. Students should use online sources of credible information to discover resource materials which

support your position. This class is highly collaborative and I encourage class members to work together closely; I expect you will want to help each other be successful. Peer evaluation shall be conducted is to give constructive criticism and provide feedback to classmates. Students should be honest and forthright about the level of the skills demonstrated by their peers. Students who fail to adequately participate in the classroom discussions or discussion boards shall receive a score of zero (0) each week, and chronic lack of participation shall result in the student failing the course. There shall be no exceptions to this policy.

**Capstone Paper and Presentation**

**200 Points**

Students are required to complete a 20 page research paper on a specific policy, problem, or practical application of a problem pertinent to criminal justice, or conduct a research project. Students must submit their topic to the instructor by the end of week 3 in the course. The instructor retains the right to approve or disapprove all topics. No two students shall be allowed to select the same topic. Students must also provide an outline, weekly research updates, and a rough draft of their work by assigned times via the Blackboard Shell. Students are encouraged to select a topic which corresponds with their academic specialization, future or current career choice, research background, or a topic which interests them and they will enjoy researching and investigating during the course. The paper or research project must be very specific and focus on one topic. The capstone paper is worth 100 points.

Students shall also be required to give a 15 minute presentation over the results of their research, and include a PowerPoint presentation noting the key elements of their research. Students who are unable to give their presentation on the main campus shall be required to record their presentation on VHS, DVD, or a digital format using a web camera and a microphone, and submit the presentation by mail or email to the instructor. **The capstone presentations must be received by April 27, 2010 at Peru State College, School of Professional Studies, c/o Dr. Greg Galardi, 600 Hoyt, PO Box 10, Peru, NE 68421.** The personal presentation is worth 100 points. Failure by a student to complete any aspect of the course in a timely manner constitutes failure for the course, regardless of what other work has been completed by the student.

**Final Exam:**

**200 Points**

All students are required to complete a proctored objective final examination as a requirement for this course. The objective final examination will consist of an examination over the core criminal justice curriculum, which includes the following courses; CJUS 110 Survey of Criminal Justice, CJUS 220 Introduction to Corrections, CJUS 230 Policing, CJUS 308 Community Based Corrections, CJUS/PSYC 330 Research Methods, CJUS 340 Criminal Procedures, CJUS 360 Criminology, CJUS 385 Victimology, CJUS 410 Juvenile Delinquency, and CJUS 495 Seminar in Criminal Justice. Weekly notes and refresher quizzes shall be provided each week in the online Blackboard course shell for students to assist in preparing for this exam. Students are expected to take the assessment when it is available. Only by prearranged, mutual agreement between the student and instructor shall assessments be taken at a different time than scheduled. There shall be no exceptions to this policy.

**Late Assignment Policy:** Late coursework is generally unacceptable in this course. All work shall be submitted by the assigned times and dates.

**Grading Scale**

**Grading:** Your final grade is based upon the accumulated scores of the capstone paper and presentation, the final examination, and class participation in activities. ***Failure to adequately complete and pass any requirement of this course shall constitute failure in this course.***

	Grade		Total Possible Points <b>600</b> Points	Percent %
To receive an	<b>A</b>	Learners must earn	<b>540</b> points	90-100
To receive a	<b>B+</b>	Learners must earn	<b>510</b> points	85-89
To receive a	<b>B</b>	Learners must earn	<b>480</b> points	80-84
To receive a	<b>C+</b>	Learners must earn	<b>450</b> points	75-79
To receive a	<b>C</b>	Learners must earn	<b>420</b> points	70-74
To receive a	<b>D+</b>	Learners must earn	<b>390</b> points	65-69
To receive a	<b>D</b>	Learners must earn	<b>360</b> points	60-64
To receive an	<b>F</b>	Learners must earn	<b>359</b> points	<60

**Please note: A grade of a “C” is required to pass this course.**

### College’s Incomplete Coursework Policy

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### College’s Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other

academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty.

There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

**Tentative Course Schedule:** The instructor reserves the right to make changes in the course, and any changes will be communicated to students in advance. All weekly work must be completed by Sunday at midnight for online students, and Wednesday at noon for campus students. There shall be no exceptions to this policy.

Week	Reading Assignment from Making Sense of Criminal Justice: Policies and Practices	Reading Assignment from You Decide: Current Debates in Criminal Justice	Other Assignments
January 11 - 15	Chapter 1: The Politics and Policy Dichotomy	<b>None</b>	Review Critical Thinking Rubric, Grading Rubrics and Weekly Notes in Course Shell Quiz
January 18 - 22	Chapter 2: Crime Control vs. Due Process	Debate 14: Should there be Laws Requiring Registration and Community Notification for Convicted Sex Offenders?	Weekly Notes Quiz
January 25 - 29	Chapter 3: The Search for a Guiding Philosophy of Policing	Debate 1: Should the Police Practice Discretion When Enforcing the Law?	Weekly Notes <b>Submit Capstone Paper Topic</b> Quiz
February 1 - 5	Chapter 4: Police and the Use of Force	Debate 2: Should the Police Use Trickery in Investigations and Interrogations?	Weekly Notes Submit supporting Research for Capstone Quiz
February 8 - 12	Chapter 5: Gun Control	Debate 4: Should the Use of Jailhouse Informants be Abolished?	Weekly Notes Submit supporting Research for Capstone <b>Submit Outline of Paper</b>

			Quiz
February 15-19	Chapter 6: Sentencing	Debate 10: Should There Be Mandatory Minimum Sentences for Criminal Offenses? Debate 9: Should Shaming be an Element of Criminal Punishment?	Weekly Notes Submit supporting Research for Capstone Quiz
February 22- 26	Chapter 7: Race, Ethnicity and Justice	Debate 5: Is Plea Bargaining a Legitimate Way of Settling Criminal Cases? Debate 6: Must Juries be a Cross-Sectional Representation of the Community?	Weekly Notes Submit supporting Research for Capstone Quiz
March 1-5	Chapter 8: Gender and Justice	Debate 3: Should a Victim's Rights Amendment be added to the U.S. Constitution?	Weekly Notes Submit supporting Research for Capstone Quiz
March 8 -12	<b>Spring Break</b>		
March 15-19	Chapter 9: Wrongful convictions	Debate 13: What are the Rights of Criminals and Prisoners?  Debate 7: Jury Nullification: Should Jurors Ever Refuse to Follow the Law?	Weekly Notes Submit supporting Research for Capstone Quiz
March 22- 26	Chapter 10: What are the Alternatives?	Debate 8: Is the Restorative Justice Model the Best Model for Criminal Justice?  Debate 11: Is Selective Incapacitation an Effective Policy for Reducing Crime?	Weekly Notes <b>Submit Rough Draft of Capstone Paper</b> Quiz
March 29- April 2	Chapter 11: Build More Prisons?	Debate 12: Supermax Prisons: Valuable or Vile?	Weekly Notes Submit supporting Research for Capstone Quiz
April 5- 9	Chapter 12: The Death Penalty	Debate 15: Should the Death Penalty Be Abolished	Weekly Notes Submit supporting Research for Capstone Quiz
April 12-16	ONDPC document – Blackboard Shell	Debate 18: Should We Continue the War on Drugs?	Weekly Notes Submit supporting Research for Capstone Quiz
April 19- 23	Chapter 13: Juvenile Crime and Violence	Debate 16: Are Boot Camps a Good Way to Deal With Youthful Offenders?  Debate 17: Should We Eliminate the Special System of Juvenile	Finalize Capstone paper. Quiz

			Justice?	
April	25- 30	Paper/Presentations Week	<b>None</b>	<b>Capstone paper due April 27, 2010.</b> Off campus student's presentations due by April 27, 2010. Quiz
May	3- 7	Final Exam Thursday May 6, 2010 from 1030 a.m. - 1230 p.m. for on campus students. Online students must arrange for proctoring of final exam by Thursday, May 6, 2010 at 1230 p.m.	<b>Final Exam</b>	

<p align="center"><b>Capstone Paper Explanation</b></p> <p align="center"><b>All papers shall use 12 point font, double spacing, and APA format. Please use the provided template for your paper.</b></p>	<p align="center"><b>Title/Pages in section</b></p>
<p><b>Select a specific PROBLEM</b> – Students shall select a problem or policy within the criminal justice system, and clearly describe how their topic is a problem or how a policy has created more problems within the criminal justice system. The paper can take the shape of a problem analysis paper, policy analysis paper, applied problem solving and/or organizational dilemma paper, or a formal APA research paper. Students should clearly describe whether the problem is theoretical or practical (applied) in nature. An in depth description of the problem should include, at a minimum, answers to causes of the problem including who, what, why, where, when and how the specific problem originated within the criminal justice system and why it continues within the criminal justice system.</p>	<p><b>Introduction</b> <b>1-2 pages</b></p>
<p><b>LITERATURE REVIEW-</b> Students are expected to read and review historical and recent research on their problem when developing a literature review. Students should find 20-25 sources within the reference section of their paper. Research sources may include books, peer reviewed publications, government publications and professional trade journals. I would suggest using EBSCO, NCJRS, BJA, ONDCP, OJJDP, FirstGov, and other credible websites. <b>WIKIPEDIA IS NOT ALLOWED.</b> Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed.</p>	<p><b>Literature Review</b> <b>7-8 pages</b></p>
<p><b>SELECTION OF RELEVANT CRIMINOLOGICAL THEORY-</b> Students should review pertinent criminological theories and provide a rationale as to why the problem under investigation has a basis in a particular criminological theory( In your informed opinion). I would recommend reviewing the textbook utilized in CJUS 360, Criminology, to initiate research on the problem and your belief of a theoretical basis. Make sure to use in text citations using author last name, year of publication and page numbers regarding information on the problem (Siegel, 2004, p. 85). Students should also check EBSCO and NCJRS to determine if there are prior studies describing the problem. Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed.</p>	<p><b>Criminological Theory</b> <b>2- 3 pages</b></p>
<p><b>CASE(S)-</b> Students should thoroughly review credible websites such as EBSCO, First Gov, Lexis Nexis and FindLaw, and their prior Criminal Justice text books, in particular, CJUS 340, Criminal Procedures, to determine to what extent the problem has been identified within the court system. In the event students find the particular problem has not been identified within the courts, students should research case precedents within the court system which are closely associated with the particular problem. Students should provide a thorough background of the case and the judicial opinion of the case. Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed</p>	<p><b>Case</b> <b>2 pages</b></p>
<p><b>POSITION</b> - Articulate your beliefs clearly and cogently regarding the position you espouse as being the best way to address the problem you are discussing. Support your thoughts with a logical process of critical thinking that provides irrefutable evidence of your beliefs- provide an informed opinion based on what you have learned doing your research, yet using your own creative thought process. Exemplary papers will include a plan of action to support your position yet oblige alternative positions on how your idea(s) might be implemented.</p>	<p><b>Position</b> <b>2 pages</b></p>
<p><b>ALTERNATIVE POSITIONS</b> – Provide an in depth description of other alternatives that may provide a logical solution to your position. Feedback from classmates during class or via the discussion board may assist you in this aspect.</p>	<p><b>Alternative Position(s)</b> <b>1-2 pages</b></p>
<p><b>CRITICAL REFLECTION-</b> Using critical thinking and reflection skills, provide an explanation of how the problem under investigation, your position, and alternative positions might effect the three elements of the criminal justice system; police, courts and corrections. Provide an explanation of how the problem under investigation, your position, and alternative positions could also effect the federal, state and local government(s).</p>	<p><b>2 pages</b></p>
<p><b>CONCLUSION</b> – Use a detailed final description which ties the problem, theory, literature review, position and alternative positions together into a clear statement which addresses the overall problem.</p>	<p><b>Conclusion</b> <b>1-2 pages</b></p>
<p><b>REFERENCES-</b> Include a detailed References section using APA format. <b>Papers with incorrect APA format will be returned with no grade for revision.</b></p>	<p><b>References</b> <b>2-3 pages</b></p>

The following provides how the capstone paper will be graded.

<b>CAPSTONE PAPER GRADING RUBRIC (100 POINTS)</b>				
<b>FAILING</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCEPTIONAL</b>
<b>0-F</b>	<b>1-D</b>	<b>2-C</b>	<b>3-B</b>	<b>4-A</b>
Problem selected is not well-defined– too narrow or too broad	Problem area is vague or confusing	Problem area is clearly identified	Identified problem is unique; exceeds minimum level	Identified problem is complex; original and multi-dimensional
Organizational skills - completely failing- fails to arrange paper accordingly and does not follow format	Organizational skills are unclear, confusing- paper does not provide direction or follow suggested format	Organizational skills are acceptable- follows format and provides description of problem	Organizational skills good- follows format, provides description of problem, presents information in an understandable easy to follow format	Organizational skills are excellent – follows format, good chronology of problem, superior information presentation and documentation within paper
Literature review fails to provide pertinent information on problem	Literature review defines problem yet lacks supportive information on problem	Literature review provides basic background and description of problem	Literature review provides good depth and breadth description of problem	Literature review provides excellent breadth and depth of explanation of problem.
Theory selection is very poor – Theory fails to apply and explain the problem	Theory selection is not appropriate - Improper theory application – lacks depth	Theory selection is acceptable - Acceptable standard of theory application	Theory selection based upon sound reasoning - Theory application goes beyond minimum - good	Selection of theory shows excellent ability to apply principles - Theory application demonstrates depth and originality
Fails to utilize feedback from peers and instructor – needs constant feedback	Needs feedback, shows signs of improvement	Seeks some feedback – work is acceptable	Seeks feedback after considerable independent work	Total independent work; Seeks additional understanding/input
Student fails to support position in any manner through the use of credible research and uses inappropriate court case.	Position lacks supportive research basis – personal opinions interjected in paper along with research results and an unlinked court case.	Position meets acceptable level of competence- uses research to support position and appropriate court case.	Position is supported by good research materials, extremely relevant court case and student explanation of materials.	Position has excellent depth and quality - uses outstanding reasoning and informs beyond research and provides in depth explanation of relevancy of court case.
Alternative viewpoints are non-existent or fail to explain problem	Alternative viewpoints are unclear or lack acceptable application	Alternative viewpoints are acceptable- clearly explains other perspectives	Alternative viewpoints are carefully developed based on research and considerate thought process	Multiple alternative viewpoints are offered. Viewpoints are carefully developed based on research, critical thinking and reflective thought process.
Critical reflection and conclusions are very poor – non-existent- fail to explain overall content of paper and no reflection is offered.	Critical reflection and conclusions are unclear – lack basis in reasoning and fail to illuminate key concepts of paper, while reflection is minimal.	Acceptable - detailed conclusions reached based upon research, reasoning and critical thinking through informed reflection.	Conclusions based upon sound research and reasoning while complementing key facets of paper through critical thinking and reflection.	Depth and quality of conclusions clearly and cogently provide a sound factual basis for understanding paper while providing a superior critical thinking basis for reflection on problem.
Grammar, spelling and punctuation fails to reflect quality necessary for degree seeking BS/BA student- Student fails Complete failure to follow APA format in text and References section- Student fails	Grammar, spelling and punctuation is poor, 5-7 mistakes  APA format has more than 5 mistakes	Grammar, spelling and punctuation acceptable, 3-4 mistakes  APA format has 3-4 Mistakes	Grammar, spelling and punctuation good – 1-2 mistakes  APA format has 1-2 mistakes	Grammar, spelling and punctuation exceptional – no mistakes  Excellent APA format- mistake free

Here are the guidelines for the PowerPoint presentation:

Students are required to submit a PowerPoint presentation for their capstone paper that provides the highlights of their research.

The presentations should highlight each key area of their capstone paper, and be approximately ten slides long. Here is the information I wish students to use for each of the ten slides:

**NAME OF TOPIC, AUTHOR, DATE AND YEAR**

**INTRODUCTION**

**LITERATURE REVIEW 1**

**CRIMINOLOGICAL THEORY**

**COURT CASE**

**POSITION**

**ALTERNATIVE POSITIONS**

**CRITICAL REFLECTION**

**CONCLUSION**

**REFERENCES**

No slide should have more than six lines in it, nor should each line be more than 10 words wide.

Students who wish may use a computer microphone to add voice to their slides.

Students may also use animation, pictures, graphs, charts, etc to enhance their presentation.

Students should strive for a high level of academic achievement and professionalism for their presentation.

Here are the guidelines for the final personal presentation, and the PowerPoint presentation.

<b>FINAL PERSONAL PRESENTATION (100 POINTS)</b>				
<b>FAILING</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCEPTIONAL</b>
<b>0-F</b>	<b>1-D</b>	<b>2-C</b>	<b>3-B</b>	<b>4-A</b>
Student fails to present information in a manner which audience can understand.	Student provides information out of sequence which leads to audience confusion.	Student presents information in an orderly process which allows audience understanding.	Student presents information sequentially which allows audience reflection and understanding.	Student presents information creatively, logically and sequentially which creates an atmosphere of audience reflection, curiosity and feedback.
Use of technology fails: student cannot demonstrate operation of media device or software for presentation purposes.	Use of technology is confusing and poor: student has difficulty utilizing media device or software.	Technology skills are acceptable: student utilizes media device and software competently.	Use of technology is good: student utilizes media device and software to support presentation while stimulating audience interest.	Use of technology demonstrates superior skill and knowledge: student utilizes media and software to reinforce key learning concepts while creating an atmosphere conducive to understanding topic.
Oral communication skills inappropriate – student can not be heard, has difficulty speaking, and mispronounces words. Eye contact is non-existent. Student reads off paper, notes or Power Point while speaking.	Oral communication skills need improvement: student encounters difficulty through mispronunciation or loses place while completing presentation. Sporadic eye contact with audience. Student repeatedly looks at notes or Power Point during Presentation.	Oral communication skills are satisfactory: student speaks in a clear and understandable voice while exchanging eye contact with audience. Student looks at notes or at Power Point occasionally (4-5 times) during presentation.	Good oral communication skills used: student speaks clearly, succinctly, and informatively while maintaining eye contact with audience. Student rarely (2-3 times) uses notes or Power Point during presentation.	Excellent oral communication skills used: student speaks clearly, succinctly, and informatively via voice inflection and articulation. Student uses notes or Power Point (1 time) to emphasize key points while speaking in lieu of use as notes.
Power Point Presentation is of extremely poor quality. Numerous spelling, grammatical, and punctuation errors . Student fails to follow suggested format. (More than 5 errors total.	Power Point Presentation is of poor quality and has spelling, grammatical and punctuation errors(Four errors total). Student follows suggested format.	Power Point Presentation is of adequate quality and has minimal spelling, grammatical or punctuation errors (three). Student follows suggested format.	Power Point Presentation is of good quality and has no more than one-two spelling, grammatical or punctuation errors. Student follows suggested format.	Presentation has no spelling, grammatical or punctuation errors. Presentation if very visually appealing. Student follows suggested format.
It is expected students will appear well dressed (professional appearance) and groomed for their final presentation.				

Here is the rubric for the weekly Discussion Board or classroom discussions. Each week the student will be assessed for quality and quantity of participation in the classroom or on the Discussion Board forum. Students who come to class to discuss problems are expected to be prepared to defend their positions. Students using the discussion board to present their arguments are expected to check the discussion board routinely and provide substantial input into conversations with their peers.

<b>Discussion Evaluation</b>				
<b>FAILING</b>	<b>UNACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>	<b>EXCEPTIONAL</b>
<b>0-F</b>	<b>1-D</b>	<b>2-C</b>	<b>3-B</b>	<b>4-A</b>
Student unable to facilitate discussion and fails to stimulate discussion on topic. Does not contribute to discussions. Posting is poorly written and may be partially incomprehensible.	Discussion skills are lacking or unorganized; Student fails to contribute adequately and does not ask thought provoking questions. Student fails to provide key assertions or points regarding topic.	Discussion skills are acceptable; student stimulates some thought process among others through questions and insightful comments.	Discussion skills are easy to follow; Student contributes effectively while providing an atmosphere conducive to critical thinking an exploration of topics. Student discusses their own ideas, opinions, and conclusions about topic. Posting is comprehensible, but may not be fully developed to the point it allows others to understand the posting or presents a cogent thought process.	Discussion skills are well honed. Student contributes and moderates while simultaneously providing thought provoking questions which lead to depth and breadth of critical thinking, reflection and topic exploration. Able to discuss variety of problem areas with confidence while using contemporary sources of information. Student is able to eloquently present information on topic at hand and provides support for their beliefs through experiences, activities, or academic research.
Student's message lacks meaning and is no more than an "I agree" or yes-no answer. Numerous (more than 5) errors.	Student's message is poorly worded and lacks clarification or specific insight. Numerous errors (4-5) in spelling, punctuation and grammar.	Student's message is clear. Written responses have been edited for punctuation, grammar and spelling. There are 2-3 combined mistakes in these areas.	Student's message is well worded and clearly has been edited for punctuation, grammar and spelling. There is 0-1 combined mistakes in these areas.	Student's message is well worded and clearly has been edited for punctuation, grammar and spelling. There are 0 combined mistakes in these areas.
Student fails to provide working links online or use of references in the classroom. Uses less than credible sources. Lack of correct APA format.	Student does not provide working links or references for sources. Sources may be of questionable quality or merit, Student does not use APA format of in text citation to support arguments.	Student provides working hyperlinks of peer reviewed and educational sources, however, does not fully support their posting through use of these sources. Student uses APA format to support in text citations (maximum of 4 errors in APA citation format).	Student provides working hyperlinks of peer reviewed and educational sources, however, does not fully support their posting through use of these sources. Student uses APA format to support in text citations (maximum of 2 errors in APA citation format).	Student provides working hyperlinks of peer reviewed and educational sources to support their posting. Student uses correct APA format for in text reference of information from course text or other sources.