

Advanced Concepts in Criminal Justice

Spring 2015

| Class | Time | Room |
|---------------------------|-----------------------------|------------------|
| Criminal Justice 4390.011 | Tues & Thurs 9:00 – 10:20am | Liberal Arts 101 |

| Professor | Office | Phone | Email | Office Hours |
|---------------|--------|----------|------------------|---------------------------------|
| Dr. Ted Curry | LA 116 | 747-6527 | trcurry@utep.edu | Tues & Thurs 10:30am-12:00pm |

CLASS WEBSITE

<http://utminers.utep.edu/trcurry/>

REQUIRED READINGS

Braga, Anthony A. & David L. Weisburd. 2010. Policing Problem Places: Crime Hot Spots and Effective Prevention. ISBN 9780195341966

Carr, Patrick J. 2005. Clean Streets: Controlling Crime, Maintaining Order, and Building Community Activism. New York Oxford. ISBN 0814716636

Kennedy, David M. 2011. Don't Shoot: One Man, A Street Fellowship, and the End of Violence in Inner-City America. New York: Bloomsbury USA. ISBN–10: 160-819-2644 ISBN–13: 978–160-819-2649

Various readings posted on BlackBoard.

WHAT IS A SYLLABUS?

A syllabus is a contract between students and professors that clearly identifies expectations and obligations for both. A syllabus is also a commitment on the part of both the professor and each student to adhere to the dictates of the syllabus. All features of this syllabus will be implemented equally and fairly for each student. In particular, do not expect accommodations for missed classes regardless of reason. If you do not like, for whatever reason, any feature of this class, or stipulation or requirement in this syllabus, then you should not take this class and, instead, drop it immediately. Likewise, if it becomes apparent during the course of the semester, perhaps for reasons you did not anticipate, that you cannot adhere to the dictates of the syllabus, then you should drop the class immediately. There are other sections of this class taught by other professors who may have very different expectations and pedagogies. There is an online version of this class as well.

OBJECTIVES

This course will focus on advanced topics in criminal justice knowledge and research. Through a consideration of important ideas, developments and theories, as well as classical and recent research, students will emerge from this course with a strong grasp of the “big picture” in criminal justice scholarship. Instead of a textbook, which tends to provide an overview of a topic, we will read several important and interesting scholarly books that will provide exceptional depth and substance regarding topical issues in crime and the criminal justice system in American society. This approach will require a great deal of preparation and professionalism on the part of students and will closely mirror expectations they will encounter in today’s workplace.

FORMAT: TEAM-BASED LEARNING

This class will employ a student-centered pedagogical format termed Team-Based Learning. Students will be placed into teams of 5 students at the start of the semester and likely remain in these teams for the duration of the semester. Students will engage in two graded assessments each day. First, each student will individually complete a short quiz (closed book) about the day’s reading assignment and receive an individual grade on a 0-20 point scale. Second, each team will be presented with a short quiz (open book) based on the assigned readings and receive a team grade on a 0-10 point scale where all team members will receive the same grade. The individual quizzes will consist of multiple choice questions while the team quiz may contain written as well as multiple choice questions.

The pacing of the class will consist of the following. Class will begin with the individual quiz, which will consist of five multiple choice questions and last approximately five minutes. Tardy students will not be allowed to take the individual quiz. After the individual quiz is completed and collected, the professor will lead the class through a discussion of the correct answers so that a common understanding of the material can be generated. Students are encouraged to appeal the answer to any question during the discussion of the individual quiz as well as to ask questions and make comments. If the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that student but for the class as a whole. Once this activity is completed, students will gather into their teams and

complete the team-based quiz, which will last about 20 minutes and contain 3-5 questions. After this quiz is completed and collected, the professor will lead the class through a discussion of the correct answers to this quiz, with students again being encouraged to appeal the answer to any question during the discussion of that quiz as well as to ask questions and make comments. Again, if the professor finds merit in the appeal, then the alternative answer(s) will be counted as correct not just for that team but for all the teams in the class. In addition, each team will be required to present their answers to the class at least two times each semester and, at various times, teams will evaluate the relative contribution of each team member. More information on this format is provided later in this syllabus.

- In order to participate effectively, students must bring their reading materials to class each day, and must have completed the reading assignment.
- Periodically, the professor will conduct “book checks” (see syllabus) of every student in the class. Students who do not have their reading materials will not be allowed to attend class for that day and not allowed to return to class until they have obtained their materials.
- If you know (or believe) that, for whatever reason, you will (or are likely to) be absent several classes and/or that you will be tardy for several classes, then you should drop this class and take a different section of this class or take it during a different semester.

TEAM-BASED LEARNING RATIONALE

The rationale behind Team-Based Learning is foremost to generate a lively and informed class discussion between students and professor. It is through such interactions that learning and skill development are most enhanced for students. But, in order to achieve these goals, it is absolutely essential that students read the material before class. As a professor, I feel my ability to teach is severely limited to the extent that students do not read the assigned material. This is because basic ideas, terms and concepts presented in the reading will not be understood during class by students who have not completed the reading and who typically want to just sit there copying PowerPoint presentation notes and wanting to know “is this going to be on the test?” Such an unfortunate situation diminishes my ability to “go beyond” the reading in terms of expansion and clarification of ideas and facts, to present examples, and to solicit questions, answers and input from students. Team-Based Learning, with its twice-daily assessments with immediate feedback and discussion, and the opportunity to appeal, provides the necessary incentives and rewards for students to regularly complete the readings and to come to class ready to engage in deep, insightful discussions about them. Together with the Reflection Papers (discussed below), Team-Based Learning encompasses writing, as well as reading and discussion, to provide students with a variety of methods and activities to achieve high levels of comprehension and skill development which, it is hoped, will improve the retention of learning experienced in this class.

REQUIREMENTS

1. **Team-Based Learning Activities**: Each student will receive a grade for each day of team-based learning for: (1) individual work on a 0-20 point scale and (2) team work on a

0-10 point scale. Thus, your individual work counts twice as much as your team work for your final grade.

- Grades of zero (0) will be assigned in the case of absence or if students leave before the end of class or arrive late.
 - For each student, the two lowest individual and team scores will be dropped. Thus students will be allowed to miss up to two days of Team-Based Learning activities without any loss of credit in regards to their final grade. When you view your “total points” and “current average” grades in Blackboard, they are automatically calculated to drop these scores, regardless of when they occur.
 - If you miss more than two days of in-class activities, each additional absence will lower your final course average by about 3%. So you can conceivably miss 5 days of class (2 ½ weeks) and still make an A.
 - **Tardiness:** Students who arrive after the individual quiz is handed out will not be permitted to take this quiz, although they can take the team quiz. Students who leave class early will receive a grade of zero (0) for the team quiz.
 - **No in-class work can be made up regardless of the reason(s) for absence(s).** The only exceptions here are for military deployment and university business, both of which are official UTEP policies.
 - **Why In-Class Work Cannot be Made Up:** The intention behind the in-class work of Team-Based Learning is to generate class discussion which, by its nature, cannot be “made up,” nor can the team quiz activity. In addition, I will not let myself be put into a position where I decide on a case-by-case basis who is allowed (and who is denied) the opportunity to make up in-class work as this invites favoritism, inconsistency and unfairness.
2. **Reflection Papers:** Periodically, students will engage in individual written reflection based on a prompt the professor will send via email. Reflections must be typed, double-spaced, with size 12 font and approximately 500 words in length. Each reflection paper is graded on a 0-50 point scale. If you will be absent the day a reflection paper is due, then you can email your paper to the professor as an attachment in ms-word.
- The purpose of these papers is, quite literally, to reflect on what you have learned from a specific book or set of readings. The opportunity to write, in addition to read and discuss (the other two learning activities in this class), provides a third key method through which students obtain and retain knowledge and skills. Keeping the papers limited in length and focused in scope also requires students to improve the clarity of their thinking about concepts and facts and enhance their writing skills.
 - **How to Write a Good (or even Excellent) Paper:** A good paper is, first of all, well-written. The presence of spelling errors shows you didn't even use a spell checker. So, if you are too lazy to do even that, how seriously should your reader take you? Papers riddled with basic writing errors, which you should have weeded out from your writing years ago, indicate to professors that you are a student who is not ready to perform college-level work. If you have trouble with grammar, for example, or face other difficulties in your writing, then get your paper checked by UTEP's Writing Center. Well-written papers are also clear and to the point. They don't wander around aimlessly from issue to issue hoping they eventually cover what the professor is looking for. Good papers use key terminology from source documents (e.g., class readings) but do not employ quotes from them. Instead, the writing is put into the words of the author. This

demonstrates the author can do more than parrot source documents, but that the author really understands ideas and concepts and knows how to employ them appropriately in writing. Do all of these things and you will have a good, college-level paper. An excellent paper will also provide new insights and understanding of ideas and issues for the reader. Such papers show originality of thought, make new connections, and identify potential areas for advancing scholarship beyond its current state. Such papers demonstrate mastery of not just knowledge and materials, but of how to communicate it to others. And that is the true essence of good writing. For more info see “Student Links” on my website.

- **Grading & Feedback:** Because these papers are very short and straightforward they will receive very little feedback other than a grade. You will, however, receive a grading checklist that identifies major criteria for style and substance, and the number of points deducted from these areas, if any.
 - If you wish to appeal your paper grade then, within a week from the date the papers are returned to the class, you must submit in writing your specific reasons for the appeal, including addressing any specific comments or feedback from the professor, and clearly explain why you believe your grade should be higher. The professor will respond to each written appeal either in writing or verbally within a week from the time it is submitted. The appeal must be for at least 10% of the total possible points.
 - Papers that are of extremely poor quality will receive a grade of 1/50 and no written comments.
 - No re-writes are allowed, regardless of reason.
 - Late papers lose 10% per day, regardless of reason.
 - ~~Submit Papers through “Turn It In”~~
3. **Team Member Evaluations:** Four times during the semester students will evaluate themselves and their fellow Team Members using a brief form which will be made available on BlackBoard. Students will receive an individual score on a 0-25 point scale based on a combination of their responses and those of their fellow Team Members. The results may be used to generate new Teams or to instigate meetings between the professor and Teams or individual students. Students who do not complete the Team Member Evaluation by the due date will receive a grade of zero.
4. **Syllabus Quiz:** Students will take a brief multiple-choice quiz over the content in the syllabus worth 20 points.

GRADES

Grades are based on the following:

| | |
|---------------------------------------|--------------------------|
| Syllabus Quiz | 20 points |
| Team-Based Learning Activities | 870 points |
| Team Member Evaluations | 100 points |
| <u>Reflection Papers</u> | <u>200 points</u> |
| Total | 1100 points |

Letter grades are assigned according to the following scale:

| | | |
|---|---|---------------|
| A | = | 89% and above |
| B | = | 79% - 88% |
| C | = | 69% - 78% |
| D | = | 59% - 68% |
| F | = | Below 59% |

- **Notice that my grading scale is curved 1% in your favor.** For example, in most courses a 79% is a C whereas in my class it is a B. This is to avoid the situation where someone misses receiving a higher grade by a very small margin – because in my class you miss receiving a higher grade by a full percentage point plus the “very small margin.”
- I apply the grading scale uniformly to all students. Remember, **your grade is an accomplishment, not a gift.** In other words, you *earn* your grade, I do not *give* you a grade.
- **You can view your grades** by logging onto Blackboard through <https://my.utep.edu/>. If you do not already have a miners account, you will need to obtain one.
- **No extra credit assignments will be offered – please do not ask.**
- **Getting an A in my Class:** In this syllabus, I go to great lengths to clearly specify for students the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of stepping stones that you follow from the start of the semester to the end. If you expend the necessary and time and effort to understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.

CLASS AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR:

- **Tardiness:** Students who arrive after the individual quiz is handed out will not be permitted to take this quiz, though they can take the team quiz. Students who leave class early will receive a grade of zero (0) for the team quiz.
- **Cell Phones:** All cell phones and other electronic devices must be turned **OFF**. Exceptions will be made for important matters – please notify the professor if this is the case. **If a student answers or looks at their cell phone during class without authorization, they will have to leave class for the day and receive no credit for the day’s activities, even those already completed.**
- **Pictures and Recordings:** Students are not allowed to take pictures or make any kind of recording (video, audio, etc.) including quizzes, PowerPoint slides, writing on the chalkboard, etc.
- **Laptops and Tablets:** Students are allowed to use laptops and tablets during class, but only for class purposes. **Students who use their laptops and tablets for other purposes will lose this privilege for the remainder of the semester and they will have to leave class for the day and receive no credit for the day’s activities, even those already completed.**

- **Cursing:** Students must not use curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **Unprofessional Behavior:** Sleeping, talking during class discussion or lecture, reading material unrelated to class, repeated tardiness will not be tolerated. It is okay to quietly make brief comments to each other about the day's material, but anything more than that is distracting to the rest of class and the professor.
- **Disruptive and Disrespectful Behavior:** Any student who engages in behavior deemed by the professor to be disruptive or disrespectful to others (including, but not limited to, students, the professor, TAs, etc.) will be required to immediately leave class for that day and will not receive credit for that day's activities, even those already completed. All such incidents will immediately be reported to UTEP's Office of Student Conduct and Conflict Resolution (OSCCR) and, if appropriate, to the UTEP Police Department.
- **Violations:** The first time a student violates any UTEP or classroom policy they will be required to leave class for that day and receive no credit for that day's activities, even those already completed. All policy violations will be reported to UTEP's Office of Student Conduct and Conflict Resolution (OSCCR) and, if appropriate, to the UTEP Police Department.

ATTENDANCE & TARDINESS: Because of the format of this class, if you know (or believe) that, for whatever reason, you will (or are likely to) miss several classes, and/or that you will be tardy for several classes, then you may wish to take a different section of this class or take it during a different semester.

COMMUNICATION: All students must regularly check their utep "miners" email account as the professor will occasionally need to communicate with the class or with individual students using this medium. The professor will not communicate with students through Blackboard. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office.

READING MATERIALS: Students are required to bring the materials for their assigned readings to class each day. Students who do not have their materials will not be permitted to attend that day's class. If it is already the first day of class, then it is too late to order the first book and have it shipped to you.

ACADEMIC DISHONESTY (E.G., CHEATING / PLAGIARISM): The most serious violation of academic standards, plagiarism refers to, among other things, failing to fairly represent the work of others in your written and oral presentations by giving appropriate credit for the exact words or phrase(s), unique image or idea, and/or individual opinion, copying the sentence patterns and logical development of the written piece of another, substituting your own words as you go while keeping so closely to the original that you have in effect taken it without giving credit, submitting the words or works of another as your own without permission or proper credit. The penalty for plagiarism is failure (a grade of "F") in the class and a letter reporting your behavior to the appropriate university authorities. If you are at all confused about what constitutes plagiarism, please see your professor. Additionally, all written work will be checked for plagiarism by, among other things, web searches. Further information can be gained from the UTEP's Office of Student Conduct and Conflict Resolution (OSCCR) (<http://sa.utep.edu/osccr/>).

STUDENTS WITH DISABILITIES: Reasonable accommodations are available for students who have a disability documented with the Center for Accommodation and Support Services (CASS). Please notify the professor during the first week of class of any accommodations needed for the course.

STUDENT RESOURCES

University Counseling Center

- Located at 202 Union West. Phone: 747-5302.
- Web: <http://sa.utep.edu/counsel/>
- Call or come by the University Counseling Center (UCC) so we can assist you as you decide on a career or work through personal concerns. We offer confidential counseling services in English or in Spanish. Distance learners are invited to contact the University Counseling center for a one time consultation regarding their specific needs. The UCC provides group and individual counseling for currently enrolled UTEP students and consultation services for faculty and staff. [Click here to learn more.](#)

Military Student Success Center

- Located in Library 205A. Phone 747-5342.
- Web: <http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/mssc>
- The Military Student Success Center will be a central point of coordination for support services, with a goal of easing transition to campus life, increasing retention, enhancing achievement of educational and career goals, and improving quality of life by augmenting pre-existing services and support with newly-created programming specifically developed to meet the needs of military-affiliated students.

University Writing Center

- Located in Library 227.
- Web: <http://uwc.utep.edu/>
- We offer free, drop-in writing consultations. Can't make it to the Library? We offer live, online consultations that allow you to work from home or anywhere you have access to a computer and the Internet.

Office of Student Conduct and Conflict Resolution (OSCCR)

- Located at 303 Union East. Phone: 747-8694. Email: studentconduct@utep.edu
- Web: <http://sa.utep.edu/osccr/>
- The Office of Student Conduct and Conflict Resolution (OSCCR) will guide students in their ethical development, foster life skills to civilly manage interpersonal conflicts, and strengthen students' commitment to the campus community while promoting honesty and integrity.

Equal Opportunity Office (EO)

- Located at 302 Kelly Hall. Phone 747-5662. Email: eoaa@utep.edu
- Web: www.utep.edu/eoaa
- For complaints and questions about sexual harassment from faculty or staff or other types of complaints regarding fair and equal treatment from faculty or staff.

TENTATIVE SCHEDULE

The professor reserves the right to make changes to the course syllabus.

Any changes will be announced ahead of time in class.

| Day | DATE | READINGS and ASSIGNMENTS |
|-----|--------|---|
| 1 | Jan 20 | Introductions & Syllabus Reading: This syllabus Assignment: Go to class web page and read all links under “Student Links” |
| | Jan 22 | TBA |
| 2 | Jan 27 | Carr: Ch 1 |
| 3 | Jan 29 | Carr: Ch 2 & Online Syllabus Quiz DUE |
| 4 | Feb 3 | Carr: Ch 3 & Book check |
| 5 | Feb 5 | Carr: Ch 4 |
| 6 | Feb 10 | Carr: Ch 5 |
| 7 | Feb 12 | Carr: Ch 6 & Team Evaluation |
| 8 | Feb 17 | Carr: Ch 7, Appendix & Reflection Paper DUE |
| 9 | Feb 19 | Kennedy: (Chs 1-2) Introduction & Boston & Book check |
| 10 | Feb 24 | Kennedy: (Ch 3) Operation Ceasefire |
| 11 | Feb 26 | Kennedy: (Chs 4-5) Building Out I & Baltimore |
| 12 | Mar 3 | Kennedy: (Ch 6) Across the Race Divide |
| 13 | Mar 5 | Kennedy: (Ch 7) High Point |
| | Mar 10 | Spring Break: No Class |
| | Mar 12 | Spring Break: No Class |
| 14 | Mar 17 | Kennedy: (Chs 8-9) Building Out II & Stopping It |
| 15 | Mar 19 | Kennedy: (Ch 10) Cincinnati & Team Evaluation |
| 16 | Mar 24 | Kennedy: (Ch 11) Now & Reflection Paper DUE |
| 17 | Mar 26 | Braga & Weisburd: Ch 1 & Book check |
| 18 | Mar 31 | Cesar Chavez Day: No Class |
| 19 | Apr 2 | Braga & Weisburd: Ch 2 |

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| 20 | Apr 7 | Braga & Weisburd: Ch 3 |
| 21 | Apr 9 | Braga & Weisburd: Ch 4 |
| 22 | Apr 14 | Braga & Weisburd: Ch 5 |
| 23 | Apr 16 | Braga & Weisburd: Ch 6 & Team Evaluation |
| 24 | Apr 21 | Braga & Weisburd: Ch 7 & Reflection Paper DUE |
| 25 | Apr 23 | TBA |
| 26 | Apr 28 | TBA |
| 27 | Apr 30 | TBA |
| 28 | May 5 | TBA & Team Evaluation |
| 29 | May 7 | TBA & Reflection Paper DUE |

Team-Based Learning Activities

The Basics

- All students will be assigned to a team, which will be denoted by a letter; students will also be given a team member number between 1-5. For example, if you are C3, you are assigned to team C and are team member number three.
- Each day, the team will be given a sign-in sheet with that day's activities.
- The sign-in sheet will also identify which team member will serve as the facilitator and which will be the scribe (discussed below). The remaining team members will fill the contributor role. If the team member identified to serve as the facilitator or scribe is absent, then the member with the next highest number will perform that role, and so on.
- Sign your name next to your team number and identify your role for that day. If you do not sign in on the correct line, you will not receive credit for that day's work.
- The activity sheet will also identify a specific team to verbally give their answers to the class as a whole when called on by the professor.
- Students must bring their assigned readings and arrive when class starts in order to attend class and participate in the activities.

Cheating

- If someone signs in for an absent member, all team members will receive a zero for the day and will be reported to the Office of Student Conflict and Resolution (OSCCR) for cheating (see class policy in syllabus).

- Students who leave before the end of class must inform the professor and not sign in on the Team Quiz and they will not receive credit for that day's activity.
- If students sign in and then leave before the end of class it will be regarded as an act of cheating. All team members will receive a zero for the day and will be reported to the Office of Student Conflict and Resolution (OSCCR) for cheating (see class policy in syllabus). If someone in your team bails, then let me know after class and I will address the matter.

Team Roles

1. Facilitators: guide the team effort to answer the question. They decide the specific tasks that need to be accomplished and delegate these activities to the contributors and themselves. They also will make the final decisions regarding the content of the answers.
 2. Scribes: take notes based on feedback from the contributors and facilitator as progress is being made toward answering the question. They will be in charge of writing each team's final answers for submission.
 3. Contributors: carry out specified tasks identified by the facilitator, such as finding specific information in the reading or formulating the content of answers.
 4. Skunk: Unlike the other roles, being a skunk is not assigned. Instead, the skunk role is one you choose to adopt. A skunk is a member who shows up, but hasn't done the reading and contributes little, if anything, to the activity. If, on a given day, you are a skunk, please identify yourself as such on the activity sheet and you will receive only half of the credit of the other members.
- Remember that the facilitator, scribe and contributor roles will rotate, giving all students the opportunity to fill the different roles several times during the semester.
 - It is essential that team members, regardless of their roles for the day, communicate freely and effectively with each other as they develop and implement a strategy for addressing the questions and developing written answers. The roles are not intended to put some members in a more or less powerful position than others, but merely to give needed structure to the activity.

Answering the Questions in Writing

- All team members must work together on each question. While you may divide parts of a question to different team members, you must not have some members work only on question one and others only on question two.
- Good answers will include relevant information from the reading as well as demonstrate thoughtfulness on the part of the team.
- Please incorporate any differences of opinion among team members into your answer. This is one useful way to demonstrate thoughtfulness.
- Conduct your team discussions in English.
- All written answers must be on a separate piece of paper and be completely legible in order to be graded.
- Use pen (not pencil) and write only on one side of the paper.

Answering the Questions in Class

- On days where your team is scheduled to answer the questions in class, the professor will call upon the facilitator and scribe. Other team members will also have the opportunity to contribute. The quality of this answer will be used, in part, to assign that day's grade on the team quiz for this team.