1. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

   a. **Level of demand = 10**
      
      i. This is an introductory overview of basic research and writing within the criminal justice field. The main intention for this course is to assist the criminal justice student in becoming a competent writer and researcher by helping him or her transform theoretical concepts, within the criminal justice genre, into practical application, providing experiential and constructivist learning opportunities, and introducing critical thinking into the learning process. Consideration is given to on-line as well traditional ways to conduct research, also including a basic understanding of research involving the legal case brief and the police report. With this in mind, the reading and the writing assignments are geared toward these perspectives. If reading and writing is not a strong skill set with the student, this course can be very challenging. This professor believes this course should be taken alone, within an 8-week format, so that the student can concentrate on all the various aspects associated with research and writing.

2. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

   a. **Level of demand = 9**
      
      i. There are three books and two articles that are required reading for this class. In addition, the American Psychological Association’s Publication Manual of the American Psychological Association, Fifth Edition (APA) is highly recommended and used throughout the course. This manual should be a required text due to the fact that APA format is widely used among the social sciences and education to cite references and materials in today’s academic world. Moreover, there are various handouts and web resources that are utilized regarding the proper way to research and write, particularly in the criminal justice field. With this in mind, compared to other criminal justice course offered within the criminal justice program, the reading assignments for this class are multifaceted and multifarious and require a great deal of attention.

3. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?
a. *Level of demand = 8*
   i. There are fourteen lecture notes, not including the various handouts, within the eight modules for this course. Each week’s lectures grow on the past lectures. The lectures are designed to introduce and outline the subject-matter that will be discussed and give a basic understanding of the research and writing process that will be discussed in that week’s module. Due to the nature of the course, time and consideration needs to be given by the students to integrate the lecture notes with that particular week’s readings.

4. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

a. *Level of demand = 10*
   i. There are no online exams for this class. However, the testing is replaced by discussion boards, assignments, and a final comprehensive paper, which are challenging and time demanding. The course contains five discussion boards, six assignments (*which include various components to the final paper*), a rough or first draft, and the final paper. This course is rated based on the basic of research and writing within the criminal justice genre and not only includes understanding how to research and the actual writing content, but also organizing that content, grammar, spelling, and support and citations.

5. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

a. *Level of demand = 7*
   i. The course contains five discussion boards, one of which is un-graded. The posting guideline is a minimum of 150 words, but is regarded only as a guideline. If a student has more to say about a topic, he or she should do so. In addition, students must respond or react to at least one posting from another learner with a minimum of 100 words. These reactions address the substance of what was written and is substantive in nature. This generates discussion from various perspectives regarding the discussion board topic. Moreover, the discussions are time sensitive, in that the student must post and respond within the particular week the discussion is assigned. Even though the discussion boards provide clear-cut instructions, the postings do involve a thorough understanding, and require outside research, of the topic covered and the readings associated.

6. From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

a. *Level of demand = 10*
i. The final paper is a 15 page (excluding title page, abstract, table of contents, tables, and bibliography) position or argumentative paper on a criminal justice or related topic. This paper is based on outside research, independent from the class readings, yet various assignments, such as the thesis statement, outline, bibliography, and first draft, are incorporated throughout the course to help the student with completing the final paper. These various assignments help the student to develop organizational and time management skills that support the timely completion of the final paper.

ii. Regardless of skill level, the demands for writing a minimum fifteen page paper on a criminal justice related topic are difficult. Organization, content, citations and support, and grammar and style are just a few areas the student has to concentrate when writing a paper of this magnitude.

iii. This course is a culmination of all eight weeks, which is reflected in the final paper.
   1. The final paper allows the student to identify and understand that writing is a place to sharpen, articulate, and defend his or her opinions on paper with empirical and biblical support.
   2. This critical thinking and writing, reflected in the final paper, allows the student to start the process of examining sources and ideas, breaking them down into their component parts, and evaluating their validity, which is one of the most valued skills that a learner can develop and take with him or her into future classes.
   3. Consequently, the final paper allows students to understand sources, issues, and ideas as fully as possible by examining their basic parts.
   4. In essence, the final paper empowers students to think about what he or she is writing and to reflect a quality scholarly research paper, not only in this course but in future courses.

Additional comments:

This is a very well-organized, comprehensive, and intricate course. Students often comment that they had no idea of the amount of reading, writing, and outside research that is required, as well as the time demands of the course. However, many students find the course chart, syllabus, and faculty expectations are clear, concise, and outlines what is required of them. Moreover, the various handouts have also been effective in helping students to better understand the readings and the research and writing process more thoroughly and effectively. Due to the intensity and frequency of work, students feel very connected to their fellow classmates, as there is a healthy portion of interaction and encouragement among the class. Overall, many students state that despite the challenges associated with this class, they enjoyed it and learned how to effectively research, write, style, and edit a research paper. Consequently, this course is a practical and challenging required course for all criminal justice students. It enables students to think more analytically, develop a better understanding of critical think' entwining Christian point of views with that of empirical pe

LIBERTY
UNIVERSITY
DISTANCE LEARNING PROGRAM
COURSE SYLLABUS
HELMS SCHOOL OF GOVERNMENT

CJUS 230 - CRIMINAL JUSTICE RESEARCH AND WRITING

COURSE DESCRIPTION
An introductory overview of basic research, and writing for the criminal justice student. Attention will be given to on-line and traditional avenues of research, as well as standard formats for case briefs and police investigative documents.

RATIONALE
The purpose of this course is to assist student in becoming competent writers and researchers.

COURSE OBJECTIVES:

1. To introduce legal style, language and documents;
2. To provide practice in performing research;
3. To emphasize clear, concise and effective writing;
4. To utilize organizational tools;
5. To analyze complex issues;
6. To improve editing techniques.

I. PREREQUISITES
GOVT 200 or CJUS 200 or permission of instructor

II. METHODOLOGY
The methodology for study will include independent readings, online lecture and discussion, weekly assignments, and an independent research paper with various due dates throughout the semester.

III. REQUIRED TEXTBOOK(S)

IV. MEASURABLE LEARNING OUTCOMES

At the end of this course the student should be able to:

1. Analyze a court case and extract the relevant facts and law
2. Thoroughly research a topic in criminal justice
3. Utilize the ILRC’s resources
4. Prepare a research paper in proper APA formatting
5. Write clearly, concisely and persuasively
6. Critically read, and analyze a statute

V. MATERIALS FOR LEARNING

A. Internet access (broadband or cable recommended) and Microsoft Word
B. Textbooks
C. Access to the APA Manual
D. 3 inch Binder

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

The semester grade will be determined by the following elements. Note: ALL assignments must be completed to pass the class. LATE WORK will not be accepted unless pre-arranged with the professor or is an emergency. You should strive to turn in all assignments on time. However, if an assignment is late and has been prearranged or is an emergency you will be penalized 3 points (3 % of your final grade) for each day the assignment is late past the agreed upon due date. If you fail to turn in any of the required assignments, the instructor reserves the right to give you a zero (0) on that assignment or to fail you for the entire course. If you have problems with turning in assignments on time please communicate the issue(s) or problem(s) with the instructor early in the week. Communication is the key in online learning. The details of all assignments can be found under the Assignments folder.

A. Textbook readings
B. Lecture Notes
The Lecture Notes coincide and supplement, but do not repeat the textbooks.
C. Discussion Boards
Each student will be required to participate in several discussion boards on a variety of topics. Each discussion board is located in Blackboard under the Discussion Boards, and each board has a time period associated with it. **Student participation is expected, and will be graded, in conjunction with the Blackboard login statistics, which tell the instructor how often each student is logging in.** Please use proper etiquette in discussion. Quality as well as quantity counts. You will be graded on writing style, grammar, and content. Your posts can be edited but not removed, and file attachments are discouraged because they may slow reading. **Each student will present their own opinion on the assigned topic forums in at least a 150 word original essay, and each student will also respond in at least similar-length to at least one other post.** Each graded board period lasts one week, and you may need to do some research in order to adequately answer the discussion board question. If you need to conduct research in order to answer a discussion board topic, make sure you cite the source appropriately (per APA).

- **D.** Case Brief *(1-2 pages)*
- **E.** Thesis Statement
- **F.** Preliminary Bibliography *(Minimum of 10 Sources)*
- **G.** Outline *(Sentencing or Annotated Outline)*
- **H.** Police Investigative Report *(2-3 pages)*
- **I.** Peer Review
- **J.** Final Research Paper *(Minimum 15 pages - The minimum page count is defined as the body of the paper and does not include the title page, abstract, the bibliography or Appendices consisting of images, diagrams or charts.)*

### VII. **EVALUATION AND GRADING**

#### A. Weight

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
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<tbody>
<tr>
<td>Case Briefs</td>
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<tr>
<td>Thesis</td>
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</tr>
<tr>
<td>Preliminary Ann. Bibliography</td>
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</tr>
<tr>
<td>Discussion Boards</td>
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</tr>
<tr>
<td>Outline</td>
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<tr>
<td>Police Investigative Report</td>
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<tr>
<td>Peer review</td>
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<td>Final paper</td>
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<tr>
<td><strong>Total</strong></td>
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#### B. Scale

- A = 90–100
- B = 80–89
- C = 70–79
- D = 60–69
- F = 0–59
VI. **COURSE POLICIES**

A. **CJUS Policy:** The nature of the criminal justice community demands that persons involved be of a high level of integrity, and education is not merely academic in nature, but is holistic. Students enrolled in CJUS courses will be held to a high standard. Self-control is imperative for CJUS practitioners. If not “merely” to honor Christ, your family, and this academic institution, on a purely pragmatic level, in anticipation of future employability in the career field of your choice, conduct yourselves so as not to place yourselves in difficult and embarrassing situations.

B. **Plagiarism:** Plagiarism will be covered in detail during this class. As a general rule, always cite if you borrow an idea from another source, even if you merely paraphrase the idea. When in doubt, cite it! For plagiarism, the instructor reserves the right to reduce the students grade on the assignment, or if the plagiarism is egregious, to fail the student for the entire class. Any student caught plagiarizing may also be subject to university disciplinary procedures. For more info, see [https://www.liberty.edu/StudentAffairs/index.cfm?PID=1324](https://www.liberty.edu/StudentAffairs/index.cfm?PID=1324).

C. **Assignments:** Successful completion of each of the assignments is mandatory to pass this course.
## CJUS 230 Course Chart

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING ASSIGNMENT</th>
<th>LECTURE NOTES</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENTAGE</th>
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<td>1</td>
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<td>1, 2, 3, 3a*</td>
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<td>DB 2 &amp; Responses</td>
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<td>Thesis Statement DB 3 &amp; Responses</td>
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<td>4</td>
<td>Johnson: pp. 142–149 &amp; 161–167 Shields: pp. 31–40</td>
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<td>5</td>
<td>Johnson: Chapters 2 Schmidt: Appendix A, B, C Police Report PDF**</td>
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<td>Schmidt: Step 6</td>
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<td>Monday - Turn in Draft Sunday- Peer Review</td>
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<tr>
<td>8</td>
<td></td>
<td>13</td>
<td>Final Paper</td>
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**Discussion Board (DB)**
* To get to the hyperlinks right click, select open hyperlink
**Link is located in the Instructor’s Notes Folder
***Embedded with permission of author in the Instructor’s Notes Folder