**CRIJ 5390 Capstone**

**Professor:** Dr. Caitlyn Muniz
**Email:** cnmuniz@utep.edu
**Class Time:** Thursday from 6:00PM to 8:50PM
**Location:** Education Building Room 112
**Office Hours:** By appointment

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**Course Overview and Objectives:**
Students will demonstrate their mastery of MCJ core competencies by conducting a capstone project. This capstone seminar provides a culminating experience in which students apply concepts, theories, and research skills gained in the program to professional practice. This course is taken in the students' final year of the program.

**Required Readings:**
1. Denney, Andrew S. and Richard Tewksbury. (2013). How to write a literature review. *Journal of Criminal Justice Education*, 24, 218-234.
2. Fox, Bryanna H. and Wesley G. Jennings. (2014). How to write a methodology and results section for empirical research. *Journal of Criminal Justice Education*, 25, 137-156.
3. Rubin, A. Guide to Reading Non-Textbook Texts

**Project Options:**
Students must select one of the 2 options as their capstone project. A detailed rubric will be provided after students make their selection.

1. Research Proposal
2. Workplace Problem

**Grades:**
1. Attendance 10%
2. Topic- 5%
3. Outline- 10%
4. Rough Draft 1- 10%
5. Rough Draft 2- 10%
6. Final Project-35%
7. Presentation- 20%

## Option 1: Research Project Proposal

Students who choose this option are required to produce an applied research paper within the fields of criminal justice or intelligence and national security studies broadly defined. Students choose their own research topic based upon their academic and intellectual interests and the approval of their faculty supervisor. The research project involves writing a proposal for a research project. This proposal will demonstrate that students understand how to ask a meaningful research question, how to find and summarize relevant literature, how to find or collect data for analysis, and how to write academically.

Students must follow the specific structure of their project paper outlined below and should be 10-15 double-spaced pages (title page and references not included) in size 12 font with 1" margins.

1) **Title page:** (title of paper, name, date).
2) **Introduction:** An introduction to the research question or problem under examination with an emphasis on its relevance and significance.
3) **Literature Review:** An overview of the literature that directly relates to the research question.
4) **Current Study:** A brief summary of the goal of project, hypotheses, and/or research questions.
5) **Methods**: A summary of the data that would be used (secondary) or collected (primary) and an appropriate a description of the research methodology.
6) **Conclusion:** summary of the goals, the limitations, and the policy implications of the proposal.
7) **References:** A minimum of 15 APA style references.

The research proposal should mirror the style of an academic article. Students must write in clear, formal, academic style writing.

## Option 2: Solve a Workplace Problem

**Requirements**

1. The Workplace Problem Paper must be no less than **ten (10) pages** but no more than **fifteen (15) pages** in length and must use 1" margins.
3. The Workplace Problem Paper must be typed and double-spaced, use font size 12.
4. While extensive research is not the object of the paper, students shall use and list **no less than twelve (12) different** reference sources, using standard APA format.
5. Students are expected to use proper grammar and punctuation and formal, conventional writing style.
6. Proper APA style citations must be used.
7. Your topic for the Workplace Problem Paper must be approved by the professor.
8. The Workplace Problem Paper format must be followed.

**Definition**

The Workplace Problem Paper may be defined as "the overview of a problem and the presentation of a proposed solution(s) for others to consider."

**Steps to Follow**

The student's task is to place yourself in the position of a member of a criminal justice planning staff; to review an approved agency problem; to summarize some research on the topic, and to write a paper for a chief or other executive to act on. You must provide one or more recommended solutions for the problem you select.

Your writing must be clear and concise so the executive can readily understand the problem, review the facts, comprehend the reasoning behind the solution/recommendations and be prepared to act. Your research must reflect high academic quality.

I. The Problem - The statement of the problem tells the executive what the difficulty is; what problem is to be solved. No discussion is necessary at this point. In later sections you will be elaborating on the facts, issues, solutions, etc. The "problem" must be approved by the instructor.

II. Factors bearing on the Problem - This section includes facts or statements of truth which can be substantiated. For example, "The average education level of the police officer in this city is 14.5 years (or high school plus 2 ½ years college)." Another example might be, "Last year the citizens of this county only reported 200 crimes in progress to the police" or "the jail population averaged 20% above maximum capacity in fiscal year 1983/84."

List each factor separately. (Use **capital letters** to identify factors) Cite any references used for these facts using APA style.

Also, in this section, the student may list any assumptions which may lend weight to

their final recommendation/solutions. Examples: “It is assumed that if the victims of crimes are compensated for their time spent testifying in court, more citizens will be willing to become involved in prosecutions; or, “It is assumed that better trained officers will be able to more effectively communicate with the public.

III. Discussion - The discussion section is the “meat and potatoes” of the Workplace Problem Paper. It contains the critical analysis of the problem and all possible factors researched. It reviews the “pros and cons” of the issues raised and possible solutions. It provides rationale for the eventual recommended solution(s). This is the critical area for the student to show you have done your research properly. This is the longest section. Cite all references. Each **factor listed in Section II** must be **elaborated on in Section III (Discussion).**

IV. Conclusion(s) - Now that you’ve shown how you reasoned through the problem, state a conclusion. The conclusion is nothing more than a paragraph or two of the best possible solution or solutions which you have described in detail in the Discussion section. You do not need to continue the discussion. You should not introduce new material in this section. Example: “Although new jails could be constructed to house more inmates, a new program of community custody for first offenders convicted of nonviolent crimes would prove more cost-effective.”

V. Action recommended -In this section you tell the instructor (and the criminal justice executive) what your final recommended action is. Alternate possible actions have already been reviewed in your Discussion section. You’re making a commitment to a single course of action. Example: “It is recommended that the city hire five more prosecuting attorneys and three more judges in order to make the court system more expedient.” You may include several steps that must be done in support of your action recommended, including a time frame for possible actions steps.

## Presentation

On the date you have been assigned, you will conduct a 10- to 15-minute PowerPoint presentation on your final project.

You will be asked questions based on your presentation and be expected to answer them in a highly professional, academically sound manner.

**Each** of the sections in your project **must** be covered in your PowerPoint.

Submit a copy of your PowerPoint on Blackboard.

| Dates | Topic | Reading | Assignment |
|---|---|---|---|
| January 18 | **Welcome/Syllabus<br>Picking a topic** | | |
| Jan 25 | **Importance of academic research** | Rubin | Topic due in class |
| Feb 1 | **Planning a project** | | |
| Feb 8 | Peer Writing Group | | |
| Feb 15 | **Writing a literature review** | Denney &Tewksbury | Outline Due at 6pm |
| Feb 22 | **APA Formatting/Writing Workshop** | Fox & Jennings | |
| Feb 29 | Peer Writing Group | | |
| March 7 | **Working with Agencies<br>with Guest Lecture** | | Rough draft 1 due at midnight |
| March 14 | Spring Break No Class | | |
| March 21 | **Career Workshop with Dr. Ordoñez** | | |
| March 28 | Peer Writing Group | | |
| April 4 | **Meetings about project** | | |
| April 11 | Peer Writing Group | | Rough draft 2 due at midnight |
| April 18 | Presentation and Project Feedback | | |
| April 24 | **Project Presentations** | | |
| May 2 | Projects Due | | Projects due at midnight |

## Course and University Policies

**Student Expectations** To ensure learning outcomes are met, students are expected to:

**Participate**. Students are expected to be prepared for class by completing required readings prior to the start of class. Students are expected to contribute to **all** class discussions and are responsible for **all** material presented in each module, including course related announcements.

**Check Email & Blackboard Regularly for Course Correspondence**. Important information regarding the course schedule, assignments, and grades will be posted to Blackboard.

**Be Respectful.** This includes directing full attention to discussions. When participating in discussion and in email exchanges with the instructor and other classmates, students are expected to use respectful language. Do not communicate with others via the Internet in a way you would not interact with them in person. Disrespectful language, and/or disrespectful classroom behavior will not be tolerated. Disregard for this expectation will result in students being asked to leave class. In instances of serious or repeated infractions, students will be subject to University disciplinary action.

**Complete Exams and Assignments When Scheduled.** Students are informed in writing (this syllabus) of the due dates of ALL assignments **for the entire semester on the first day of class**. For this reason:

**LATE WORK IS NOT ACCEPTED & MAKE UPS ARE NOT AN OPTION***

**** Exception: Emergencies, Religious Observances, & University Excused Absences.*** Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for an announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed.

**Make Up Exam / Assignment Policy:** If a student feels an unforeseen event requires them to request a make-up test/assignment, he or she **must** complete the following:

**(1) Determine the event constitutes a University Excused Absence or an emergency**. Emergencies refer to **very serious** physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do **NOT** refer to events such as: social obligations (e.g., weddings, birthdays), computer/technology issues, or work requirements.

**(2) Communicate (email/office hours) your issue as soon as possible: preferably before class**. Delayed requests may not be considered.

**(3) Provide acceptable documentation of the emergency** (documents from a person or organization other than the student [e.g. medical professional]).

*If the instructor determines all 3 criteria are satisfied, a make-up exam / assignment will be given at a date and time of the instructor's choosing.*

**Extra Credit:** There will be no end-of-semester extra credit opportunities.

**Right to Change Syllabus:** Although I put considerable effort into the syllabus to balance your workload and ensure that the course flows, adjustments to the content, timeline, and due dates for assignments may be required during the semester. If this is necessary, some components of the syllabus may change. However, any such changes will be posted on Blackboard. The students are responsible for any such announced changes.

**Video/Audio Recording and Course Material Reproduction:** Materials for this course are considered property. **Notes, tapes, and written materials developed by or provided to the students may not be sold or given to other persons. You may not photograph, screen capture, video, or audio record course lectures, quizzes, or any other course material for any reason.**

**Effective Electronic Communications:** It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance. For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself). More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Technical Information and Support: The University of Texas at El Paso offers complete technical information and help desk support at: http://issweb.utep.edu/techsupport/.

**Scholastic Integrity:** Please refer to the UTEP's Policy outlined in the 2006-2008 Graduate Catalog, page 44. http://www.utep.edu/catalogs/2006/2006-2008GRAD.pdf#index.

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic

integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of the Dean of Student Affairs may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

## **YOU CANNOT USE ANY PRIOR WORK FROM ANY PRIOR COURSE IN PART OR IN WHOLE TO SATISFY THE REQUIREMENTS OF THIS COURSE**

**Academic Dishonesty Statement:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Disabled Student Statement:** In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are

encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal

**A note about sexual misconduct:** What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here: http://utep.edu/titleix/Title%20IX%20Coordinators%20.html

**UTEP Drop Policy:** If circumstances arise to where a student must drop this course, it is the student's responsibility to initiate the course drop. It is also the student's responsibility to determine how dropping courses may affect his or her financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. a) If a course is dropped within the first 2 weeks before the "official census date":
    1. the course will not appear on the transcript and

    2. the course will not count toward the 6-course drop limit.
2. b) If a course is dropped after the official census data but before the "course drop date":
    1. the student will receive a "W" in the course
    2. the drop will show on transcripts but will not lower GPA
    3. the drop will count toward the 6 class drop limit
3. c) If the course is dropped after the "course drop date" or if the student just stops coming/taking tests, etc.:
    1. UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
    2. the drop will count against the 6 class drop limit.
4. d) UTEP also allows instructors to administratively drop any student because of excessive

absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A "W" will be issued if the drop occurs before the course drop date, and an "F" will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify me at: tedickinson@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

**Student Resources**

- • UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- • University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.