

Proseminar in Criminology & Criminal Justice (CJ 5305) Syllabus

Classroom: Education 112

Day & Time: Wednesday 6:00 – 8:50 pm

PROFESSOR

Dr. Ted Curry

Phone: (915) 747-6527

Email: trcurry@utep.edu

Office hours: TR 10:00-11:00 am

Online office hours are available, just email the professor for details.

Website: [Dr. Curry](#)

Criminal Justice Department [Twitter](#)

Criminal Justice Department [Facebook](#)

REQUIRED MATERIALS

1. *Give access to 3113 blackboard class*
2. *Barros, L. O. 2016. **The only academic phrasebook you'll ever need: 600 examples of academic language.** CreateSpace Independent Publishing Platform. ISBN-10: 1539527751; ISBN-13: 978-1539527756*

3. *Various articles and other materials posted on Blackboard or emailed to the class.*
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Suggested Info & Writing App

1. **New York Times and Wall Street Journal**

- a. *To access free subscriptions for UTEP students to the Wall Street Journal and New York Times click [here](#).*
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2. **Recommended CJ-oriented email newsletters** to subscribe to and Websites to periodically check for CJ news:
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[Arnold Ventures](#) | [The Crime Report](#) | [The Hill: Criminal Justice](#) | [Bureau of Justice Statistics](#) | [Texas Center for Justice](#) | [city journal](#)

3. **Grammarly**

- *This is a [free writing app](#) that automatically works with everything you write. I find it to be extremely helpful in my own writing, whether it be emails or scholarly papers, and I highly recommend it. It can slow your computer down, however.*
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College in the Time of Covid

COVID-19 PRECAUTION STATEMENT

Please do not come to class if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms (or the flu or a cold). If you are feeling unwell, test positive for, or know that you have COVID-19, please let me (your professor) know as soon as possible, so that we can work on appropriate

accommodations. If you have tested positive or know that you have COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing and vaccinations.

Free feminine hygiene products in CJ Department

Emergency feminine hygiene products are available for free to anyone at the CJ department front desk (Education #111).

PLEASE READ ME!

Please read the syllabus carefully and in its entirety! I realize that my syllabus is approaching book-length (or at least that of a novella), but all of the information contained herein is vital. It is thus absolutely essential that you, the student, understand what is expected of you, how you will be graded, and how this course will be conducted. All of this information is here. Please contact the professor if you have any questions or concerns.

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. It is your responsibility to fully read and understand this syllabus and to let the professor know, as soon as possible, if you have any questions or concerns.

COURSE DESCRIPTION AND OBJECTIVES

The course has two key objectives. The first is to introduce students to the department's faculty members and their research interests and activities. The second is to provide students with training and experience in areas central to success in the MS-CCJ program. As part of this, the course will cover big-picture issues related to note-taking, academic writing, reading comprehension strategies, and time management as

well as skills for performing well in classes and strategies for navigating the program in a successful and timely manner. Substantial attention will be devoted to mastering the principles of effective social scientific writing. This class is required for all first-semester students in the MS-CCJ program and is usually taught by the department's current Graduate Program Coordinator.

UTEP EDGE

This course is designed with the UTEP Edge in mind. In our class, you will engage in High-Impact Practices and creative activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. You will leave this course more confident in your knowledge of the professional and scholarly field of criminal justice, with enhanced communication and writing skills, and improved knowledge of criminal justice research and ethics.

COURSE FORMAT

Our typical class meeting will have two parts. First, we will have a roughly 30-45 minute visit from a departmental faculty member. This faculty member will have selected one of their articles or other writings that will be a part of the discussion. All students will read the faculty member's CV as well as the article and be prepared to discuss it and ask questions in class. Students will come prepared with questions about such things as what initially drew the faculty member to this area of research, how this work fits within their broader research agenda, and what unique challenges emerged in doing this work.

After this visit, we will take a short 10-minute break, and the rest of the class will focus on the assigned readings pertaining to the skills, strategies, and habits that will contribute to your success in the program and to your overall professional development.

COURSE REQUIREMENTS

- *Graduate-level courses are different from the undergraduate experience in a number of ways. Students must find within themselves a high level of self-discipline and motivation (i.e., "cattitude").*
- *Students must endeavor to **always attend class**, to **never be late**, to have **always** completed the assigned readings, and **be eager** to engage in discussion about the readings and assignments with the class.*

- *Slinking into class late, hiding behind a fellow student, and rarely if ever speaking are antithetical to a graduate school education and professional comportment.*
 - *Do not sit directly behind a fellow student. I want to be able to see you and make eye contact.*
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Class Attendance and Tardiness

On-time attendance is required for each week's class, as is remaining in class until dismissal. Students are allowed one absence without penalty. Each additional absence will result in the loss of 5% to the student's final grade unless there is a serious illness or family emergency (work-related excuses will not count). Class will start at 6:05pm sharp. Late students will be considered tardy. Students are allowed one tardy without penalty. Each additional tardy will result in the loss of 3% to the student's final grade. Students must bring the week's assigned readings with them to class, either in hard copy format or electronically on a device other than a cell phone.

*However, for cases **when students are ill or may have been exposed to Covid**, there is an option to **attend class via Zoom**. In such cases, students should email the professor before class so that the necessary arrangements can be made. Virtual attendance through Zoom cannot be used for matters pertaining to work, family, vacation, etc. – only in cases of illness and Covid exposure.*

GRADES

Grades are based on the following:

55 points: Faculty CV notes (11 weeks X 5 points)

110 points: Faculty scholarship notes (11 weeks x 10 points)

140 points: Student success notes (14 weeks x 10 points)

60 points: Writing Assignments (3 x 20 points)

140 points: Classroom participation (14 weeks x 10 points)

505 points Total

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%

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- 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. I do not adjust grades in any way for any student. All students are treated exactly the same. 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** in Blackboard which will show your scores on the assignments as well as your running total of points and current course average.
 - **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 the expectations and requirements of this class, as well as how to achieve them. Think of this as a path or a set of steppingstones that you follow from the start of the semester to the end. If you expend the necessary time and effort to fully understand this syllabus, then you know what you have to do and you should be able to earn an A in my class.
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Course Requirements

1. "Notes"

Each week students will submit their "Notes" which is a written assignment comprised of (in order): faculty CV notes, faculty article notes, and student success notes. Use size 14 font and double space. You will submit this assignment as a single document through Blackboard using MS Word. The specifics of these "notes" are discussed below.

PROVIDE AN EXAMPLE

Faculty CV Notes

- *Each faculty member's CV can be found on the department's website.*
 - *These notes should be brief, no more than 2 pages, and possibly less than 1 full page.*
 - *Identify major things that interest you such as career paths, universities attended, or research projects.*
 - *Include three bullet-pointed questions to ask the faculty member about their CV.*
 - *Some dates will not have a faculty visit and thus faculty CV notes are not required in such cases.*
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Faculty Scholarship Notes

- *I will email you a copy of the article of the week's faculty member or you can find it below in the course calendar.*
- *These notes should be 2-4 pages.*
- *Pay attention to methodological issues as well as results and conclusions. Note if a theory is being used.*
- *Include three bullet-pointed questions to ask the faculty member about their article.*

- Some dates will not have a faculty visit (or a scholarly article), so scholarship notes are not required in such cases.
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Over the course of the semester, I want you to experiment with different note-taking strategies. The goal is for you to find what type of strategies work best for you, or which strategies work best for specific types of articles. For your notes, it is up to you to decide when to go into detail and when to hit only the highlights of a given issue. **Remember, the purpose of note-taking for research articles is so that you can refer back to these notes to refresh your memory and track down details when needed, such as when you are writing a paper and want to cite a given article.** Do you want to refer back to your notes, or re-read the article? This is why good note-taking can save you loads of time!

Focus on the organization as well as the content as you create these notes. How can you best present your information so that it is organized and prioritized in a way most useful to you? Does your system of organization allow you to quickly find the information you want?

Student Success Notes

For each reading, students will write at least one page of notes in which they describe the overall main points or ideas from that reading, which includes three bullet-pointed issues or questions to raise in our class meeting. The exact content of these notes—the themes and ideas that you emphasize—is absolutely open to your discretion and should reflect your interests and experiences. Also, as with the Faculty Scholarship Notes, focus on the organization as well as the content of your notes. Experiment with new approaches to organizing your notes so that you can find a strategy that is most useful to you.

2. Writing Assignments

Students will complete three different writing assignments over the course of the semester that will utilize the strategies for successful writing that we read about and discuss. Each paper is worth up to 20 points. The assignments will be discussed in detail prior to being due. See my "[Rules for Writing](#)."

Writing Center "proof slip"

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- You can earn extra credit points worth 5% of the total possible points on each of your paper scores by taking a draft of your paper to the [UTEP Writing Center](#) to get assistance and obtaining a "proof slip" from them that you submit to your professor.
 - Be mindful of their timeframe for responding to you and contact them early.
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Writing Assignment #1: Scholarly Writing Tone

The purpose of the paper is to improve your writing skills and to learn to write in a formal, professional, and scholarly manner. As such, the topic is up to you. Feel free to work on a draft for an assignment in another class (with that professor's knowledge and approval). If you are a thesis student, you could work on some component of your thesis. If you are lost in thinking of a good topic, then you could pick a theory that interests you and write about it, or about a CJ policy or issue that appeals to you. Clearly state your topic in the title and first sentence. Keep your topic very narrow in terms of focus.

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- Approximately 1200-1500 words.
 - Do not use citations or references unless you feel they are necessary and do not use many if you do. Include a reference list if you use citations (not part of the 1200 words).
 - Use APA format for the reference list and citations (if used), as well as for style, organization, and any other concerns.
 - Double-space with size 14 text.
 - Submit only as an attachment in MS Word through BlackBoard.
 - See my ["Rules for Writing."](#)
 - **PROVIDE AN EXAMPLE**
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Writing Assignment #2: Literature Review

The purpose of this paper is to learn to succinctly summarize research findings on an issue of interest to you, to properly use in-text citations, and to develop a reference section using APA format. Clearly state your topic in the title of your paper and in the first sentence. Keep your topic narrow in focus.

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- 10 scholarly references, meaning peer-reviewed academic journal articles. You may also use up to three scholarly books (written by academic researchers) as references. The references must be cited at least once in the text of your papers as well as be listed in the reference section.
 - Use **APA format** for the reference list and in-text citations, as well as for style, organization, and any other concerns.
 - 1 paragraph. No more than 500 words.
 - Double-space with size 14 text.
 - Submit only as an attachment in MS Word through BlackBoard.
 - See my "Rules for Writing."
 - **PROVIDE AN EXAMPLE**
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Writing Assignment #3: Proseminar Reflection

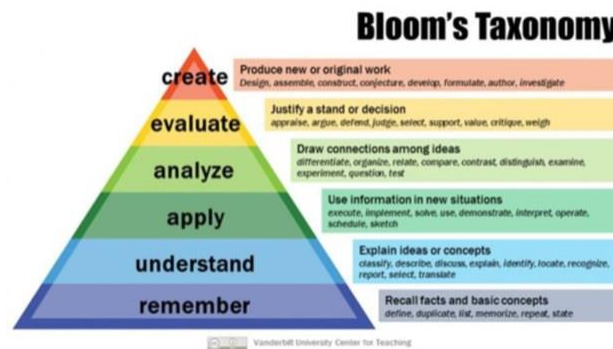
The purpose of this paper is to reflect on our proseminar class, particularly the "student success" portion. There are three main issues I want you to address, but feel free to include other suggestions, criticisms, etc. as you wish. First, please let me know which reading(s) were good/bad, useful/not useful, and, just as importantly, why you feel as you do about these readings. Second, let me know which of the techniques for reading comprehension, time management, scholarly writing, etc., you used and, again, just as importantly, how helpful they were. Third, provide suggestions for future iterations of this class. What should be kept, improved, or discarded, in your opinion, from our class? Are there topics or issues you feel should have been covered but weren't? Finally, seek to employ a scholarly, objective tone in your writing and aim for a balanced, thoughtful, and constructive reflection of our class.

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- Approximately 800-1000 words. No need for citations, but include them if you wish.

- Double-space with size 14 text.
- Submit only as an attachment in MS Word through BlackBoard.
- See my "Rules for Writing."

3. Class Participation

*Students must come to class having thoroughly read all of the assigned readings. Students must bring **each** of the week's assigned readings with them to class either in hard copy format or electronically on a device other than a cell phone. Participating in classroom discussions is worth up to 10 points per week. Use Bloom's Taxonomy and the discussion below to understand what is expected of students regarding classroom participation.*



1 - <https://www.flickr.com/photos/vandycft/29428436431>

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive and insightful. Arguments are always well substantiated and persuasively presented. Comments are consistently at the "Create" and "Evaluate" levels of Bloom's Taxonomy. This type of participation will result in an A-level grade for weekly class participation scores.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive and insightful. Arguments are usually well substantiated and persuasive. Comments are consistently at the "Analyze" and "Apply" levels of Bloom's Taxonomy. This type of participation will result in a B-level grade for weekly class participation scores.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and insightful. Arguments are sometimes well substantiated and persuasive.

Comments are consistently at the “Understand” and “Remember” levels of Bloom’s Taxonomy. This type of participation will result in a C-level grade for weekly class participation scores.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive and insightful. Arguments are seldom well substantiated and persuasive. Comments are confusing, unclear, off-topic, ill-informed or, at best, merely piggyback onto the comments of others. This type of participation will result in an F-level grade for weekly class participation scores.

Non-Participant: This person says little or nothing in class. Therefore, there is not an adequate basis for evaluation. This type of participation will result in an F-level grade for weekly class participation scores.

STUDENT RESOURCES at UTEP

UTEP Crisis Counseling

- *[From their website.] It would be great if emotional crises happened only Mondays to Fridays from 8:00am to 5:00pm. Unfortunately, that is not the case. For this reason, CAPS offers students an after-hours resource known as the Miners Talk Crisis Line. By calling CAPS at 915-747-5302 after hours or on the weekends and connect with a licensed mental health professional that can help you resolve any immediate concerns. If you are concerned about another UTEP student, feel free to call the crisis line for consultation.*
 - *Other community crisis lines include: Emergence Health Network 915-779-1800; National Suicide Hotline 1-800-273 TALK (8255). For the chat hotline click [here](#).*
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Miners Talk: Crisis Line

- *Available every day 24/7, including holidays.*
 - *Phone: 915-747-5302*
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Timely Care

This is a link to a UTEP app that you register for which provides virtual care on your cell phone that includes on-demand emotional support, appointment-based counseling, advanced psychiatric care, and more.

Counseling and Psychological Services (CAPS)

Located at 202 Union West.

Phone: 747-5302.

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- [From their website.] Just stop by Counseling and Psychological Services at Union West room 202 during regular business hours and ask to meet with a counselor. You will complete some initial paperwork and our front office staff will set up your first appointment with one of our intake counselors.*
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Campus Advocacy, Resources, and Education (CARE)

Phone: 747-7452

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- [From their website.] Campus Advocacy, Resources and Education (CARE) office seeks to empower students who have been impacted by violence by providing: Confidential/private advocacy, resources and supportive services, counseling and education. These services may be extended to the students' support system (family, friends, peer groups, or staff/faculty members). CARE works in partnership with campus departments and community agencies to develop engaging programs to educate the campus community about the role each of us play in ending interpersonal violence on our campus and community.*
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UTEP Food Pantry

Location: Memorial Gym room 105

Phone: 747-8053

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- [From their website.] Founded in 2014, the UTEP Food Pantry offers support and assistance to UTEP students who are dealing with food insecurity. Food insecurity refers to having limited food available, including a reduction in the quality, safety or variety of food or ability to acquire food in a socially acceptable manner. Researchers have suggested that food insecurity is an issue that an estimated half of all college students struggle with. At UTEP, we recognize that food insecurity is an obstacle to student success and think it's crucial that students' basic needs are being met.*
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Emergency Aid for UTEP Students

Phone: 747-5648

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- [From their website.] Emergency Aid is the unexpected or unforeseen expense, event or circumstances that could cause a loss of momentum toward student success. At UTEP we strive each and every day to support our students' success but understand there are times when students experience difficulties that disrupt their academic, professional and personal lives. Not having a place to live, food to eat or money for transportation or childcare can have a serious impact on a student's ability to attend school or obtain a degree. If you or someone you know is needing assistance, please contact one of the many emergency aid providers at UTEP for further support. Unsure of who to contact or what help is needed, contact the Dean of Students Office at DOS@utep.edu or (915) 747-5648 for further assistance.*
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Military Student Success Center

Located in Library 205A.

Phone: 747-5342.

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- *[From their website.] The MSSC and their dedicated staff (many of whom are veterans and students) are here to help personnel in any branch of the service to reach their educational goals.*
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Center for Accommodations and Support Services (CASS)

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- *Assists students with ADA-related accommodations for coursework, housing, and internships.*
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Help Desk

Located in Library room #300

Phone: 747-4357 (help)

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- *Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.*
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University Writing Center

Located in Library 227.

Phone: 747-5112

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- *[From their website.] 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.*
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Office of Student Conduct and Conflict Resolution (OSCCR)

Located at 303 Union East.

Phone: 747-8694.

Email: studentconduct@utep.edu

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- *[From their website.] 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.*
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Equal Opportunity Office (EO)

Located at 302 Kelly Hall.

Phone 747-5662.

Email: eoaa@utep.edu

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- *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.*
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CLASS AND UNIVERSITY POLICIES

- **Cell Phones:** All cell phones must be turned to silent mode during class. If you receive a call or text, you are welcome to glance at your phone and, if you need to respond immediately, you must leave the class to do so. Otherwise respond during break. Otherwise, students are not to use their cell phones during class.
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- **The first time** a student is observed using their cell phone in class without authorization they will receive a warning.
 - Repeated violations will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR).
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- **Laptops and Tablets:** Students are encouraged to use laptops and tablets during class, but only for class purposes.
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- **The first time** a student is observed using their laptop or tablet in class for matters not related to class, they will receive a warning.
 - Repeated violations will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR).
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- **Cursing:** Students should avoid using curse words in the classroom, whether class is in session or not. Clothes with curse words are also unacceptable.
- **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. 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.
- **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. To contact your professor, it is best to speak with him before or after class, use email, visit office hours, or call his office.

- **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 as soon as possible of any accommodations needed for the course.
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ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

SCHOLASTIC INTEGRITY

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 as ones' own. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

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. If you are at all confused about what constitutes plagiarism, please see your professor. All cases of suspected cheating will be referred to UTEP's Office of Student Conduct and Conflict Resolution (OSCCR). Further information can be found on their [webpage](#). All of your written work, specifically the Reflection Papers mentioned above, must be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase. You can use SafeAssign before you submit your paper to see if there are any potential problems with plagiarism. Please contact your professor if you have any questions, concerns, or need additional guidance.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

Use of AI is prohibited.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

Using AI for brainstorming

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).
