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


2. Various articles and other materials posted on Blackboard or emailed to the class.
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.

2. Recommended CJ-oriented email newsletters to subscribe to and Websites to periodically check for CJ news:

   - Arnold Ventures
   - The Crime Report
   - The Hill: Criminal Justice
   - Bureau of Justice Statistics
   - Texas Center for Justice
   - Mother Jones: Crime & Justice

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.

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.
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.
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 10% 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 5% 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%

• 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.

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.
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 CV notes are not required in such cases.

Faculty Scholarship Notes

• I will email you a copy of the article of the week’s faculty member.

• 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, so scholarship notes are not required in such cases.

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.

Writing Center "proof slip"

• 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.

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.

• Approximately 1200-1500 words.

• Do not use citations 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 citations, style, organization, and any other concerns.

• Double-space with size 14 text.

• Submit only as an attachment in MS Word through BlackBoard.

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.

• 10 citations, both in-text and in the reference section.

• Use APA format for citations, 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.
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.

- 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.

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.
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.

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**STUDENT RESOURCES at 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: Local Crisis Line: Emergence Health Network 915-779-1800; National Suicide Hotline 1-800-273 TALK (8255). For the chat hotline click here.

Miners Talk: Crisis Line

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

TimelyCare (New. This is a link to a UTEP app that you register for.)

Counseling and Psychological Services (CAPS)

Located at 202 Union West.

Phone: 747-5302.

• [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.

Campus Advocacy, Resources, and Education (CARE)

Phone: 747-7452

• [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.

UTEP Food Pantry

Location: Memorial Gym room 105

Phone: 747-8053

- [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.

Emergency Aid for UTEP Students

Phone: 747-5648

- [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.

Military Student Success Center
Located in Library 205A.

Phone: 747-5342.

- [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)

- 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)

- 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

- [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.

Office of Student Conduct and Conflict Resolution (OSCCR)

Located at 303 Union East.

Phone: 747-8694.

Email: studentconduct@utep.edu

- [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.

Equal Opportunity Office (EO)

Located at 302 Kelly Hall.

Phone 747-5662.

Email: eoaa@utep.edu

- 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.
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.

  - *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).

• **Laptops and Tablets:** Students are encouraged to use laptops and tablets during class, but only for class purposes.

  - *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).

• **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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**TENTATIVE COURSE CALENDAR**

The professor reserves the right to make changes to the course syllabus. Any changes will be announced ahead of time in class.

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**August 30**

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*Professional development: Discussion of course requirements and format*

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*Classroom activities:*

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1. **How is grad school different from undergrad?**

1. **Classroom discussions**

   i. **Class participation as a grade**

1. **Read, write, repeat**

   i. **Graded written work**

1. **Grading is more subjective**
i. Asking for more feedback v. arguing points

2. Using google scholar
   a. Scholar profile
   b. Search terms
   c. Find and copy citations using APA format

3. What is a CV (or vita)? See faculty profiles on CJ dept website

4. Syllabus review

Readings:

1. The key to success in college is so simple...

2. Bloom’s Taxonomy

3. Go to our class BlackBoard homepage and:
   a. Explore the “Writing Guide” link, making sure to thoroughly read and understand the “Academic Integrity” and “Avoiding Plagiarism” links at the bottom
   b. Read the “Reading Comprehension Strategies” link
Faculty visit: Dr. Ted Curry, Associate Professor

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: “Curry 2014 Gender and CJ Processing”

Professional development: Note-taking and preparing for the faculty visits

Readings:

"Guide to reading non-textbook texts"

“How to read and take notes efficiently” (including the “notes template”)

The metaphor of a “scavenger hunt” when reading research articles. What pieces of information are you looking for and where did you find them? How do you keep track of what you find?

- Please be aware that “faculty CV notes,” “faculty scholarship notes,” and “student success notes” are due before the start of class, and must be submitted through Blackboard as a single document. See the syllabus for more details.

- Give an example of a "notes" assignment that was done well.
• For our first “notes” assignment, I want you to use the numbering function in MS Word to create a simple outline format with short, but informative headings as well as indented subheadings that may contain more comprehensive information. Use the template here.

September 13

Faculty visit: Dr. Egbert Zavala, Associate Professor & Department Chair

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: Zavala

Professional development: Succeeding in graduate school

Readings (find on your own using google scholar):


For this "notes" assignment, consider how you can modify the numbering function in MS Word (here) to create an outline format that you like. Be sure to create useful headings that will help you find the information you are looking for when you refer back to your notes in the future.
September 20

**Faculty visit**: Dr. Amanda Goodson, Assistant Professor

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: Goodson 2022

**Professional development**: Improving performance & time management

**Readings**:

1. “The 7 habits of highly effective people” (click on each “learn more” button)

2. “Does the Pomodoro technique work for your productivity?”

3. David Allen’s Getting Things Done: The Art of Stress-Free Productivity. Welcome, Chapter 1, & Chapter 2 [Write only one set of notes for these three readings, since they go together and are by the same author.]

*For this week’s notes assignment, continue experimenting with different formats to see what is most appealing to, and useful for, you. Again, be mindful of creating useful headings.*

September 27

**Faculty visit**: Dr. Diana Bolsinger, Assistant Professor

1. Faculty CV (see CJ Department website)
2. Faculty article/reading: Bolsinger 2021/2022

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Professional development: Time management (continued)

Readings:

1. Tracy, Brian. 2007. *Eat That Frog! 21 great ways to stop procrastinating and get more done in less time.*

2. Guide to reading non-textbook texts (redux)

3. The Only Academic Phrasebook You’ll Ever Need (pp. ix -22)

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For this week's notes assignment, let's try something different. Use some of what is included here: “How to read and take notes efficiently” (including the “notes template”), which we read earlier in the semester, to try a new note-taking format.

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October 4

Faculty visit: Dr. Hyunjung Cheon, Assistant Professor

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1. Faculty CV (see CJ Department website)

2. Faculty article/reading: Katz et al. 2021 JQ

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Professional development: Writing Mechanics
Readings:


2. The Only Academic Phrasebook You’ll Ever Need (pp. 23-68)

For this week’s notes assignment, continue tinkering with a format that works for you. Alternatively, search the interwebs to see if there is a different note-taking format you would like to try (worth 5 extra credit points).

Writing Assignment #1 DUE

- See the syllabus for instructions.
- Submit only as an attachment in MS Word through Blackboard.

October 11

**Faculty visit:** Dr. Chris Guerra, Assistant Professor

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: *Guerra et al. (2022)*

**Class Presentation & Discussion:** UTEP Writing Center
Professional development: Writing strategies & some CJ Fundamentals

Readings:

1. Pp. 11-28 from How to Write a Lot by Paul Silvia.

2. Deviance & Social Control

By this time, you should be solidifying a note-taking approach that works best for you, so go with what you like, but always stay mindful as to whether the information you might need in the future can be quickly and easily found. If you notice any problems or shortcomings, then make the necessary modifications.

For this week’s “notes” assignment, build onto the Strunk and White notes from last week. Let’s call these notes your “writing notes,” and you will continue building on them in subsequent weeks.

October 18: Class will not meet in person due to NMSU home game

Class will not meet in person due to NMSU home game

Professional development: How to cite using APA style & more on writing

Readings:

1. APA Style “In-text citations” & “References”

2. Perdue OWL
PLEASE NOTE the following notice: there will be no "notes" assignment due for this week. Make a note of it.

October 25

**Faculty Visit:** Dr. Stacey Ordonez, Internship Coordinator

**Readings:**

1. *Internship Brochure*

2. *Internship Video*

**Professional development:** Writing well-written paragraphs and transitions

**Readings:**

1. “Paragraphs”

2. “Paragraph Transitions”

3. “Sentence patterns”

4. “Fragments and run-ons”

*For this week’s "notes" assignment, continue building your "writing notes," and submitting the entire revised document.*
Writing Assignment #2 DUE

- See the syllabus for instructions.
- Submit only as an attachment in MS Word through Blackboard.

November 1

Faculty visit: Dr. Mario Cano, Assistant Professor

1. Faculty CV (see CJ Department website)

2. Faculty article/reading:

Professional Development: Scholarly writing

Readings:

1. “Scholarly writing”

2. “The content and organization of a manuscript”

3. “Reducing bias in writing”

Continue building your “writing notes” by incorporating these three readings and submitting the entire revised document.
November 8

**Faculty visit: Dr. Misty Duke, Assistant Professor**

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: *Duke (2018)*

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**Professional development:** Searching the literature and writing literature reviews

**Readings:**


2. Curry 2014 (redux). Apply what you learn in the above article to this reading from earlier in the semester.

**For this week’s notes, use whatever format you like for reading one. For reading two, identify where this reading does (and does not) follow the suggestions in reading one.**

November 15

**Faculty visit: Dr. Leanne Alarid, Professor**

1. Faculty CV (see CJ Department website)

2. Faculty article/reading: (2018) *TPJ ONL Youth recidivism*
Professional development: Understanding science & scientific research

Readings:

1. The scientific method
2. Causality

For this week’s notes, use whatever format you like for these two readings.

Writing Assignment #3 DUE

- See the syllabus for instructions.
- Submit only as an attachment in MS Word through Blackboard.

November 22

Faculty Visit: None

Professional development: Research Ethics

Readings:

1. Ethical codes
2. **Informed consent**

3. **Confidentiality**

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*For this week's notes assignment, write just one set of notes that encompasses the information from all three readings and combines them into a useful, coherent summary. Do not write a separate set of notes for each reading this time. Use whatever note-taking format works best for you. Let's call them your "research ethics" notes.*

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November 29

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**Faculty visit:** Dr. Charles Larratt-Smith, Assistant Professor

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1. **Faculty CV (see CJ Department website)**

2. **Faculty article**

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**Professional development:** Revising/editing/proofreading

**Readings:**

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1. “**Revising drafts**”

2. “**Proofreading and editing**”

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*For this week's notes, continue building your "writing notes" by incorporating these two readings and submit your revision.*
December 6

**Faculty visit:** Dr. Caitlyn Muniz, Assistant Professor & Associate Dean of Liberal Arts

1. **Faculty CV** (see CJ Department website)

2. **Faculty article/reading:** *Muniz & Powers* (2021)

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**Professional development:** Research ethics: Human subjects research and IRBs

**Readings:**


2. **American Society of Criminology code of ethics**

3. **Academy of Criminal Justice Scientists code of ethics**

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*Build onto your "research ethics" notes from November 22 to incorporate the information from the three new readings for this week and submit your revision.*