Criminal Justice Teaching Practicum

CRJ 733.1001
Class Syllabus – Fall 2015
M / 5:30 PM --- 8:15 PM / GUA 1126

Instructor:

Office:

Office Hours: M 12:00pm-3:00pm, W/Th 11:00am-12:00pm, and by appointment

Phone:

E-mail: (preferred method of communication)

Follow on "remind":

COURSE DESCRIPTION

This graduate practicum course will introduce effective strategies for teaching and mentoring criminal justice students. Class sessions will provide a platform for discussion, practice, feedback, and self-assessment of personal strengths and weaknesses in planning and delivering course materials. Readings and activities are designed to provide examples of high-impact teaching methods. These methods emphasize the careful planning of learning activities that build discipline-specific knowledge and skills.

Students will be given the opportunity to prepare or revise course materials to fulfill future teaching responsibilities. Further, those who successfully complete the course will have developed a teaching portfolio upon which to build throughout their graduate studies.

PREREQUISITE

Graduate standing in criminal justice or instructor consent.

LEARNING OBJECTIVES

Upon successful completion of this course, students will be able to:

Understand and apply educational theory and knowledge
- Define the various roles of teachers in advanced criminal justice education
- Evaluate and improve instructional plans using knowledge of effective teaching principles

Prepare to teach
- Plan course curriculum around clear learning objectives
- Organize justice-focused service learning, volunteer, and undergraduate research activities

Prepare to mentor
- Develop meaningful assessments to respond to student needs and progress
- Consider strategies for promoting positive student-faculty interactions

Prepare for the job market
- Build a teaching portfolio that supports a personal teaching philosophy
- Create a plan for continuous self-assessment and professional development

REQUIRED LEARNING RESOURCES

Students are responsible for obtaining the following resources.

Books

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How Learning Works: Seven Research-based Principles for Smart Teaching.* San Francisco, CA: Jossey-Bass.

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

Banta, T. W. & Palomba, C. A. (2014). *Assessment Essentials: Planning, Implementing, and Improving Assessment In Higher Education*. San Francisco, CA: Josey-Bass. (Free access on-line through UNLV library)

Brown, P.C., Roediger, H. L. & McDaniel, M. A. (2014). *Make It Stick: The Science of Successful Learning*. Cambridge, MA: Harvard University Press.

Nilson, L. B. (2010). *Teaching At Its Best: A Research-Based Resource for College Instructors* (3rd ed). Hoboken, NJ: John Wiley & Sons.

Pink, D. H. (2009). *Drive: The Surprising Truth about What Motivates Us*. New York: Penguin Group.

Supplemental Articles (by number)

1. Cares, A. C., Hirschel, D., & Williams, L. M. (2014). Teaching About Victimization in an Online Environment: Translating in Person Empathy and Support to The Internet. *Journal of Criminal Justice Education*, *25*(4), 405-420.

2. Davis, J. (2015). Engaging Criminal Justice Students through Service Learning. *Journal of Criminal Justice Education*, *26*(3), 253-272.

3. Davis, J., Cronley, C., Madden, E. E., & Kim, Y. K. (2014). Service-learning Use in Criminal Justice Education. *Journal of Criminal Justice Education*, *25*(2), 157-174.

4. Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J. & Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest,* 14(1), 4-58.

5. Ericsson, K.A., Krampe, R.T. & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, *100*(3),363-406

6. Ferree, C. W., & Pfeifer, H. L. (2011). The "write" stuff: Simple techniques designed to teach students how to avoid plagiarism. *Journal of Criminal Justice Education*, *22*(2), 286-303.

7. Gutierrez, R. S., Reeves-Gutierrez, D., & Helms, R. (2012). Service Learning and Criminal Justice Students: An Assessment of the Effects of Co-Curricular Pedagogy on Graduation Rates. *Journal of Criminal Justice Education*, *23*(3), 356-380.

8. Hartman, J. L., Bjerregaard, B., & Lord, V. B. (2009). Identifying factors that influence the successful transition of criminal justice transfer students. *Journal of Criminal Justice Education*, *20*(2), 173-193.

9. Holcomb, J. E., Marcum, C. D., Richards, T. N., Clodfelter, T. A., & Alexander, M. A. (2014). The Development and Implementation of a Faculty–Student Collaborative Research Project. *Journal of Criminal Justice Education*, 1-22.

10. Hummer, D., Sims, B., Wooditch, A., & Salley, K. S. (2010). Considerations for faculty preparing to develop and teach online criminal justice courses at traditional institutions of higher learning. *Journal of Criminal Justice Education*, *21*(3), 285-310.

11. Kruger, J. & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence leads to inflated self-assessments. *Journal of Personality and Social Psychology,77*(6),1121-1134.

12. Kuznekoff, J.H. & Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education, 62*(3), 233-252.

13. Legere, D. D. (2013). Incorporating Writing in Criminal Justice Curriculum. *Journal of Criminal Justice Education,24*(1), 1-14.

14. Lumb, R. C., & Blowers, A. (1998). Teaching criminal justice through the social inquiry method. *Journal of Criminal Justice Education*, *9*(1), 103-118.

15. Meldrum, R. C., & Del Rio, J. E. (2013). Making Research Methods Concepts Relevant for Students: An Illustrative Study on Low Self-control, Class Attendance, and Student Performance. *Journal of Criminal Justice Education*, *24*(4), 495-516.

16. Morisano, D, et al. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology, 95* (2), 255-264.

17. Nichol, D.J. & Macfarlane-Dick, D. (2007). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199–218.

18. Pezzella, F. S., Paladino, A., Zoller, C., & Mandery, E. (2014). The Efficacy of Student Learning in Large-sized Criminal Justice Preparatory Classes. *Journal of Criminal Justice Education*, *25*(1), 106-130.

19. Portillo, S., Rudes, D. S., Sloas, L. B., Hutzell, K., & Salamoun, P. (2013). Students as scholars: Integrating independent research into undergraduate education. *Journal of Criminal Justice Education*, *24*(1), 68-96.

20. Smith, H. P., Meade, B., & Koons-Witt, B. A. (2009). The utility of the correctional tour: Student perceptions and the propensity for academic growth. *Journal of Criminal Justice Education*, *20*(3), 292-311.

21. Stack, S. (2013). Does discussion promote learning outcomes? Analysis of an online criminology class: research note. *Journal of Criminal Justice Education*, *24*(3), 374-385.

22. Stamatel, J. P., Bushway, S. D., & Roberson, W. D. (2013). Shaking Up Criminal Justice Education with Team-Based Learning. *Journal of Criminal Justice Education*, *24*(3), 417-434.

23. Starks, B. C., Harrison, L., & Denhardt, K. (2011). Outside the comfort zone of the classroom. *Journal of Criminal Justice Education*, *22*(2), 203-225.

Additional reading materials may be distributed throughout the semester.

COURSE STRUCTURE & ASSESSMENTS

*Instructional Format***:** Class sessions will consist of discussions, student lectures, and critiques. We will use an active learning approach. Students will apply what is learned through demonstrations, both oral and written, to show mastery of teaching concepts. Mastery will be evaluated through each of the following assessments.

*Assessments***:** Students are to work independently on all assessments unless specific instructions are given to work with others. There will be three general types of assessments:

1. Reading and Reflection – Students will complete reflection assignments by responding to a series of questions related to the assigned weekly readings **(R&R)**. The typed reflection assignments will be accessed and submitted through WebCampus, unless otherwise noted in class. Due Sunday before midnight. **(20% of final grade)**

2. Lecture and Critique – In-class delivery of a series of pre-planned lectures/ assignments and in-class critiques will be required of all students (**L&C**). These presentations will allow students to practice a variety of teaching techniques and develop teaching strategies in a low-pressure environment, while receiving feedback. These assignments also provide students the opportunity to practice performing teaching evaluations and learn from other lecturer/teaching styles. Specific assignments (topics and required written lesson plans) will be accessed and submitted through WebCampus, unless otherwise noted. Due during scheduled class period. (**30% of final grade**)

3. Teaching Portfolio – Students will work throughout the semester to build a teaching portfolio (**TP**). To complete this project, students will develop:

    - a reflective teaching statement (i.e., teaching philosophy);

    - documentation of teaching experience and preparedness (e.g., description of courses taught, syllabi, examples of course materials and assessments, and examples technology/visuals/activities used to enhance course lectures);

    - evidence of teaching effectiveness (e.g., summaries of student evaluations, peer/mentor observer critiques);

    - evidence of student learning (e.g., pre-post student scores, student work, instructor written feedback);

    - activities and plans to improve teaching skills (e.g., teaching seminar attendance, descriptions of course improvements/development using new techniques);

    - contributions to teaching profession (e.g., teaching journal publications, teaching-related conference papers, service on teaching committees, reviews of teaching-focused articles/books); and

    - documentation of awards and recognition (e.g., teaching awards, invitations to provide consultation or advice to peers).

    (50% of final grade)

Grading Scale: The grading scale used to determine final grades will be based on the following:

A = 93 – 100%	B = 83 – 87%	C = 73 – 76%	D = 63 – 66%
A- = 90 – 92%	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%
B+ = 87 – 89%	C+ = 77 – 79%	D+ = 67 – 69%	F = < 60%

<u>COURSE CALENDAR</u>

The chronology of class sessions, lecture and presentation topics, assigned readings, and assignment deadlines is provided below. Keep in mind these dates and assignments are tentative and may change throughout the semester.

DATE	TOPICS	ASSIGNMENTS	READINGS
08/24	**Our roles as criminal justice teachers in higher education**	- R&R: Being the "best" - L&C: Discussion of "best" approach to teaching concepts - Review of assigned course curriculum	Bain: Ch 1
Section I: Setting the Stage – Syllabus and Learning Objectives			
08/31	**Developing student and classroom expectations**	- R&R: Syllabus review - L&C: Opening class lecture and critique	Nilson: Part 1 Ambrose et al.: Ch 1 Bain: Ch 2&3 Article: 12
09/14	**Building course content around learning objectives**	- R&R: Learning objectives - TP: Teaching philosophy draft - L&C: Peer feedback on objectives/philosophy	Ambrose et al.: Ch 2
Section II: Structuring and Motivating Learning			
09/21	**Human motivation: Sticks, carrots and opportunity**	- R&R: Philosophy on (and experience with) motivation - L&C: Peer critique of motivation techniques	Pink: entire text Bain: Ch 4 Ambrose et al.: Ch 3 Article: 16
09/28	**Human cognition: How adults learn**	- R&R: Principles of adult learning - L&C: Peer critique of adult learning principle application	Brown et al.: entire text Articles: 8, 11, 18, 21
10/05	**Lesson and concept scaffolding**	- R&R: Utilizing bloom's taxonomy - L&C: Peer critique of approach TP: Plan for documenting student learning	Nilson: Part 5 Ambrose et al.: Ch 4 Article: 5
Section III: Designing Learning Activities			
10/12	**Classroom teaching techniques**	- R&R: Lesson plan development - L&C: Presentation and critique of lesson plan	Bain: Ch 5 Nilson: Part 3 Ambrose et al.: Ch 6 Articles: 1, 4
10/19	**Assignments to reach learning objectives** *"Pioche" room*	- R&R: Draft writing assignment - L&C: Peer critique of writing assignment	Nilson: Part 4 Ambrose et al.: Ch 7 Articles: 10, 13, 14 22
10/26	**Service learning, volunteerism**	- R&R: Service learning assignment - L&C: Peer critique of service learning assignment	Articles: 2, 3, 7, 20, 23
11/02	**Undergraduate research**	- R&R: Research assignment - L&C: Peer critique of research assignment	Articles: 6, 9 15, 19

Course Calendar continued...

WEEK	TOPICS	ASSIGNMENTS	READINGS
Section IV: Assessment As a Learning Tool			
11/09	**The role of assessment and rubrics**	- R&R: Ideas for assessment - L&C: Peer critique of assessment - TP: Draft assignment and assessment	Banta: Ch 1 & 5 (skim)
11/16	**Using assessment to enhance learning**	- R&R: Syllabus revision - L&C: Peer critique of syllabus revision - TP: Plan for documenting effectiveness	Bain: Ch 7 Nilson: Part 6 Ambrose et al.: Ch 5 Article: 17
Section V: Professionalism			
11/23	**Student-faculty interaction**	- R&R: Scenario responses - L&C: Peer critique of scenario responses	Bain: Ch 6 Nilson: Part 2
11/30	**Tying it together**	- R&R: Final lesson plan - L&C: Presentation and peer critique of final lesson plan TP: Plan for professional development and professional contributions	Ambrose et al.: Conclusion
12/07	**Final Course Session**	- Presentation of teaching portfolio - Submission of teaching portfolio	¨

R&R – Reading and Reflection assignment
L&C – Lecture and Critique assignment
TP – Teaching portfolio assignment

Seminar Readings and Activities
This seminar on teaching is designed to help you develop your personal philosophy and approach to teaching. You will learn two truths as we work through this seminar together. First, there are no "perfect" or "most effective" teaching tools or methods. You must find what works best for you and your students. This will, inevitably, involve a great deal of trial and success/error. To become a master teacher, you must first find and build upon your strengths, learn to mitigate your weaknesses, and approach teaching with passion and clearly defined purpose. Second, you will never know all there is to know about teaching. In any context, it is useful to remember that confidence is a virtue, but humility is essential for growth. The texts and articles assigned in this course just begin to scratch the surface of educational literature and theory. Your readings were selected in an attempt to provide a broad foundation upon which you can continue to build throughout your career. Our time together is inadequate to cover what others have spent a lifetime discovering. Still, I encourage you to approach every seminar activity enthusiastically, with an open mind, and with the goal of continuing to cultivate your teaching skills and knowledge.

Seminar Preparation
Seminars require active participation. Your input, participation, and ideas will determine the direction and value of this course. Intensive reading and reflection will help you to understand the material; seminar discussion and further reflection will allow you to hone your knowledge and ideas. Each seminar member must thoroughly prepare to contribute to seminar discussions. Attend seminar sessions prepared to ask meaningful questions, provide constructive criticism, and share your ideas with others.

CRJ 733 POLICIES

Classroom Conduct

Please be respectful and help to build a positive learning environment for you and others. To enhance the class experience, I ask that you limit the use of all external technologies (laptops/phones), remain engaged in all discussions, and refrain from bring others to class (including children) or leaving the classroom, except during breaks or in extreme emergencies.

Attendance and Tardiness

You have the opportunity to attend 14 regular seminar sessions. I require perfect, on-time attendance. Please commit now to being at each class on time and present for the entire class period. If you anticipate missing seminar sessions or cannot make it to class on time, please see me before the end of the first seminar meeting. I will likely recommend that you drop this course. In the event that you experience an unexpected emergency, contact me as soon as possible. I will use my judgment to moderate grade penalties in cases of serious illness or other genuine exigencies. However, grades for will be dropped accordingly:

- First and second unexcused absence/tardiness: a grade drop each (e.g., A to A-)
- Third unexcused absence/tardiness: a full grade drop (e.g., A to B)
- Fourth unexcused absence: student cannot earn greater than a C, which is failure at the graduate level

Make-up Work

This course requires that you complete all class work during a specified time period. There are *no make-up assignments*; plan accordingly. If you experience technical difficulties with WebCampus, you may call 702-895-0777. Students must ensure that they are using a WebCampus-compatible computer. For a directory of 10 on-campus computer labs (other than the library), visit: https://oit.unlv.edu/labs-classrooms/labs/General%20Use.

Academic Dishonesty

I will fully enforce the UNLV policy concerning academic misconduct and cheating. Working with others on any graded materials, plagiarizing, and submitting another's work as your own are clear examples of cheating. Those suspected of cheating in this course (or any other violation of the Student Conduct Code), must be immediately reported to the Office of Student Conduct and fail this course. Other sanctions include removal from the graduate program, suspension or expulsion from UNLV, and an academic misconduct designation on permanent college transcripts.

Requesting Assistance

If you need assistance, stop by during my office hours or schedule an appointment for an alternative day and time. My preferred method of communication outside of class or office hours is email. Messages are typically returned within 24 hours during the week.

Required Learning Resources

To be successful in this course, you must purchase or download the required learning resources (i.e., books and supplemental articles). It is expected that you will obtain these resources prior to the first day of class.

<u>UNLV POLICIES</u>

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You arc individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Incomplete Grades

The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

University Library
Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot).Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu.

Rebelmail
By policy, faculty and staff should e-mail students' Rebelmail accounts only.
Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.
Emailing within WebCampus is acceptable.

Final Examinations
The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

For more information, go to http://provost.unlv.edu/policies.html