

CJ 441 Senior Writing Project

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	CJ 441 Senior Writing Project
Semester	Portfolio
Faculty	
Degrees/Certificates	
Daytime Phone	
Other Phone	
E-Mail	
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbook:

Course Description:

This capstone course may be taken instead of **CJ 440**, Internship in Criminal Justice. It is designed for students currently employed in a criminal justice field who do not need the practical experience of an internship. Students in this course must design, implement, evaluate, analyze, and/or critique a project connected to their work environment in written format. This course may be taken online or an independent study in a face to face setting. The student's advisor or the department chair must approve students to substitute this course for the internship. 3:0:3

Learning Outcomes:

Core Learning Outcomes

1. Identify and analyze different approaches to a problem/situation in your work environment
2. Design a possible correction solution to the problem/situation
3. Apply the corrective solution or offer it to your organization as a possible solution
4. Design an annotated bibliography with at least 10 sources
5. Defend the senior writing project face-to-face or telephonically to the instructor

Core Assessment:

Students in this course must identify a problem/situation in their work environment which could be improved, research possible solutions to the identified

problem/situation., evaluate these, propose a solution based on their work environment, implement the solution or propose the solution to appropriate person(s). Students must write a 20 page paper explaining their project.

[Link to Class Rubric](#)

Academic Honesty:

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. [Park University 2006-2007 Undergraduate Catalog](#) Page 87-89

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. [Park University 2006-2007 Undergraduate Catalog](#) Page 87

Attendance Policy:

Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.

1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "W".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency.

[Park University 2006-2007 Undergraduate Catalog](#) Page 89-90

Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to

students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability> .

Attachments:

[Full text online resources](#)

[How to write a thesis statement](#)

[Problem solving model](#)

Rubric

Competency	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)	No Evidence (0)
Evaluation Outcomes 1	Judge and provide evidence of that judgment of a problem/situation in the student's work environment. Investigate the identified problem/situation using more than 10 sources	Judge and provide evidence of that judgment of a problem/situation in the student's work environment. Investigate the identified problem/situation using eight to ten sources	Judge and provide evidence of that judgment of a problem/situation in the student's work environment. Investigate the identified problem/situation using more than six to eight sources	(e.g. no evidence of operationally defined competency) No evidence supporting the problem/situation in the work environment
Synthesis Outcomes 1, 2	Using many (more than 10) sources of academic (books, journals, etc) and practical evidence (interviews, observations), constructs at least five possible corrective solution(s) to the identified problem	Using some (eight to ten) academic (books, journals, etc) and practical evidence (interviews, observations), constructs five possible corrective solutions to the identified problem	Using six to eight academic (books, journals, etc) and practical evidence (interviews, observations), constructs less than five corrective solutions to the identified problem.	Use of no or appropriate academic (books, journals, etc) and practical evidence (interviews, observations). Constructs no solutions for the identified problem.
Analysis Outcomes 2, 3, 5	Compare and contrast more than 10 sources of corrective data and write a proposal to implement a solution	Compare and contrast 10 sources of corrective data and write a proposal to implement a solution	Compare and contrast less than 10 sources of corrective data and write a proposal to implement a solution	No solution proposed

Application Outcomes 3	Implement the solution and report the results for two weeks or provide clear evidence of submission of the proposal to the appropriate persons in the work environment	Implement the solution or submit the proposal to the appropriate persons in the work environment	Solution proposed but no evidence of implementation or submission of proposal	No evidence of proposal
Content of Communication Outcomes 4	Uses terminology from research and the work environment correctly, and identifies at least 10 concepts relating to the solution	Uses terminology from research and the work environment correctly, and identifies at least 5 - 9 concepts relating to the solution	Uses terminology from research and the work environment correctly, and identifies at least 3 - 4 concepts relating to the solution	Uses terminology from research and the work environment correctly, and identifies less than 3 concepts relating to the solution
Technical Skill in Communicating Outcomes 4	No errors in the paper on the following: works cited, spelling, grammar, punctuation, paragraph and sentence structure, APA or MLA formatting	No more than 5 errors in the paper on the following: works cited, spelling, grammar, punctuation, paragraph and sentence structure, APA or MLA formatting	No more than 10 errors in the paper on the following: works cited, spelling, grammar, punctuation, paragraph and sentence structure, APA or MLA formatting	Contains more than 10 errors in the paper on the following: works cited, spelling, grammar, punctuation, paragraph and sentence structure, APA or MLA formatting
First Literacy (or Disciplinary Competency) Outcomes Community and Civic Responsibility	Demonstrates an understanding of the complexity of issues surrounding Senior Writing Project by discussing more than five issues	Demonstrates an understanding of the complexity of issues surrounding Senior Writing Project five issues	Demonstrates an understanding of the complexity of issues surrounding Senior Writing Project by discussing less than five issues	No demonstrated evidence of an understanding of the complexity of issues surrounding Senior Writing Project
Second Literacy (or Disciplinary Competency) Outcomes Ethics and Values	Analyzes more than five ethics and value questions relating to the selected Senior Writing Project	Analyses three to five ethics and value questions relating to the selected Senior Writing Project	Analyzes three to five ethics and value questions relating to the selected Senior Writing Project	No demonstrated acquisition of tools for analyzing ethics and value questions relating to the selected Senior Writing Project