

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # \_\_\_\_\_  
Action \_\_\_\_\_

## COVER SHEET: Request for Approval to Use W-Designation

### TYPE I. PROFESSOR COMMITMENT

- Professor Dr. Erika Davis-Frenzel Phone \_\_\_\_\_  
 Writing Workshop? (If not at IUP, where? when?) May 2005  
 Proposal for one W-course (see instructions below)  
 Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

- Department Contact Person \_\_\_\_\_ Phone \_\_\_\_\_  
 Course Number/Title \_\_\_\_\_  
 Statement concerning departmental responsibility  
 Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_  
 Course Number/Title \_\_\_\_\_  
 Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) Erika Davis-Frenzel  
Department Chairperson James Stewart  
College Dean Parleen P. Zoppi  
Director of Liberal Studies David Secker 4/12/07

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

## **Writing Summary**

With this application, I am requesting writing intensive/Type I approval for myself. The attached summary chart, syllabi, and writing activity examples are proposed for Criminology 403 Dilemmas in Criminology and Criminal Justice. This is a required course for criminology majors and minors. This is a senior level class that is seminar based thus the class is limited in size to around 30 students.

The types of writing occurring in this proposed class follow:

### **1. Writing for Evaluation**

There are two examinations a midterm and a final. The exams are essay format with five questions. The students will answer one required question and then choose one of the other four questions to answer. The essay questions focus on analyzing an ethical dilemma by applying an appropriate ethical theory. The students will be provided with a handout consisting of possible essay questions to help facilitate review for the exam. Students will have an hour to answer both questions. The answers will be evaluated according to organization, content, and clarity. Writing for evaluation consists of 40 percent of the student's final grade.

### **2. Writing that Incorporates Critical Thinking**

The students are asked to find current events that focus on an ethical dilemma in the criminal justice field. These assignments require that the students read through the current event and apply ethical theoretical frameworks to ethical dilemmas present in the current event. This allows the student to critically think about the ethical dilemma as the media portrays it. The assignment also allows the student to synthesize, apply, and evaluate course material. These assignments will be graded according to accuracy in applying theories, critical thinking skills, and grammar/spelling.

Minute writing assignments will be used to promote class discussion. There will be 12 minute writing assignments sprinkled throughout the semester. At the beginning of class, I will place a question on the board or overhead. The purpose of the question is to make sure the class is critically thinking about the reading (conceptualizing, applying, synthesizing, and evaluating) and is ready to participate in discussion. The questions will allow students a moment to refresh their memories about the topic for discussion. The student may feel more comfortable participating in class discussion when they actually have something written down in front of them. Minute writing assignments are not graded but will be collected at the end of class. This will provide me with an opportunity to determine if the students who do not participate actually understand the reading.

Students will also have an opportunity to synthesize and apply class material to and critically think about an ethical dilemma of their choice. This ethical dilemma must be a dilemma related to the criminal justice/criminology field. Writing that incorporates critical thinking consists of 40 percent of the student's final grade.

**Summary Chart for Writing Assignments\***

<b>A. Writing Assignments</b>					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Exams	2	6	Yes	No	28.6
Current Events	2	2	Yes	No	7.1
Minute Writing Assignments	12	6	No	No	0
Topic	1	1	No	Yes	0
Annotated Bibliography	1	1	Yes	No	7.1
Rough Drafts	2	10-12	Yes	Yes	14.3
Final Paper	1	10-12	Yes	Yes	28.6
<b>Totals</b>	<b>21</b>	<b>26-28</b>	<b>NA</b>	<b>NA</b>	<b>85.7</b>

<b>B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing)</b>			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
<b>1</b>	100	3	14.3
<b>2</b>	100	3	14.3
<b>Totals</b>	<b>100</b>	<b>6</b>	<b>28.6</b>

\* Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.

# Dilemmas in Criminology and Criminal Justice

## CRIM 403

Professor: Dr. Erika Davis Frenzel

Office Location: Sutton 426/McElhaney G-1

Office Hours: TR 1:00-4:00, W 9:00-11:00, or by appointment (Office hours will be held in McElhaney G-1)

Office Phone: 724-357-5976 Sutton/ 724 357-2720 McElhaney

E-mail: e.frenzel@iup.edu

**IUP Catalog Description:** Overview of prominent ethical issues facing professionals in criminology and criminal justice, with an emphasis on encouraging individual students to explore their own ethical and moral systems and how they make ethical/moral decisions. Primarily discussion/seminar oriented. **Prerequisites:** CRIM 101 and CRIM 102

### Course Objectives:

Students will:

1. Explore the meaning of ethics, morality, and values
2. Conduct an internal inventory of their own morality and values with an understanding of how these morals and values influence decisions
3. Discuss the various ethical theories and apply these theories to criminal justice issues
4. Explore a criminal justice related dilemma in great detail
5. Improve writing skills

**Required Textbook:** Braswell, M., B. McCarthy, and B. McCarthy (2005) Justice, Crime, and Ethics 5<sup>th</sup> Edition. LexisNexis

### E-Reserve:

Kipnis (2001) "Criminal Justice and the Negotiated Plea" in Criminal Justice Ethics.

Ludwig (2005) "Better Gun Enforcement, Less Crime." *Criminology and Public Policy* 4 (4): 677-716.

Maxfield and Babbie (2005) Research Methods for Criminal Justice and Criminology. CA: Wadsworth.

Methvin and Shichor (2004) "Does Three Strikes and Other Tough Approaches Work?" in Taking Sides.

Sample and Bray (2003) "Are Sex Offenders Dangerous?" *Criminology and Public Policy* 3(1): 59-82.

Trebach and Inciardi (2001) "Legalize it? Debating American Drug Policy" in Criminal Justice Ethics.

Weinstein (2001) "Considering Jury Nullification: When May and Should a Jury Reject the Law to Do Justice?" Criminal Justice Ethics

Other readings may be required and will be assigned as needed.

**Academic Honesty:** You are expected to do your own and original work on all exams and writing assignments. Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the undergraduate catalog. Academic dishonesty includes but is not limited to: cheating, plagiarism, complicity in academic dishonesty, and misrepresentation to avoid academic work.

**Civility-IUP Civility Statement:** As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures.

It is important to have a civil classroom environment where everyone feels free to participate in class discussion and share his or her own opinions and thoughts.

**Missed Class:** If you miss a class, you are responsible for obtaining notes, assignments, and any information stated in class.

**Cell Phone Policy:** As ringing cell phones disrupt the classroom environment, please turn off your cell phone during class.

### **Course Requirements and Grading:**

**Attendance/Participation (100pts):** This is a seminar-based course, thus, attendance and participation are expected. Attendance will be taken each class meeting. Each student is allowed 3 unexcused absences. Excused absences (see examples of justified excuses in exam make up policy) will not count against you, but do require prior notification (by e-mail, phone message, in person) to the missed class and may require written proof. In order to receive attendance/participation points, you must, first of all, attend class regularly. You must also participate in class discussion, which implies that you come to class prepared to discuss the readings. **Being prepared (definition):** 1) you have read the required reading, 2) critically thought about the material prior to class, and 3) prepared at least two discussion questions regarding the material to bring to class to facilitate class discussion.

## Writing Assignments

**Current Events (50pts):** You are to find 2 current event articles that relate to class discussion. You will type a 1 page analysis of the article which should include: a brief summary of the article, how the article relates to class, a brief summary of the ethical and moral issue, which ethical theory you would use to construct your stance on the issue, offering whether or not there is a solution for the issue, and two questions that prompt class discussion. Current events must be from 2004-current. A sign up sheet will be brought to class the second week for you to choose the dates for your current events. You will present your current events to class. The presentation should be no less than 5 minutes. **Make-up Policy for Current Events:** If you miss the day you are to present your current event to the class, you must provide a justifiable reason for missing (see make-up policy for exams) and you will present your current event when you return to class. Late current events will lose points.

**Minute Writing Assignments:** As this is a seminar course, discussion is expected. In order to facilitate discussion, there will be periodic minute writing assignments. These assignments will be announced at the beginning of the class and will focus on the readings. You will have approximately 5 minutes to think about the question and write a half page reply.

**Paper (350 total pts):** The final paper will be at least 10-12 pages, double spaced, 1 inch margins, and APA, MLA, or Chicago Style (as long as citations are consistent throughout the paper). This paper requires at least 5 additional resources (not including the book or any e-reserve readings). Additional resources must be from peer reviewed journals or books. The paper will consist of information about an ethical dilemma that is related to the criminal justice system and not discussed in any detail in class. You will provide detailed information about this ethical dilemma (define the dilemma, the extent of the dilemma, etc.). Include how this dilemma may or may not affect the criminal justice system, specific agencies in the criminal justice system, or the general public. Incorporate your stance on this issue. If you have varying stances, be sure to incorporate all of them. Be sure to include information on one ethical theory that supports and one theory that refutes this stance. Find articles that discuss your ethical dilemma and discuss how this research supports or refutes your ethical/moral stance. Content, as well as, grammar, spelling, and flow will be evaluated.

**Topic:** As part of your paper assignment, you will write a one page topic paper. Telling me why you picked the topic and how it is related to the course.

**Annotated Bibliography (50pts):** You will have to turn in an annotated bibliography for all the resources you plan on using in your paper. The bibliography should include summaries of the articles and why they are appropriate to use in the paper. You will receive feedback only on the appropriateness of the article for use in your paper.

**Rough Drafts (50pts each):** You are required to turn in a series of rough drafts. The first rough draft will be due during the fifth week. We will schedule an appointment to meet either during my office hours or when you are available after

I have had an opportunity to read your draft. This will allow us time to discuss your paper and any problems or difficulties you experience while writing. The second rough draft will be due the eleventh week of the semester. If you would like, we can schedule another appointment to discuss the draft. After the final paper is turned in, you will no longer have an opportunity to revise your paper.

**Exams (200pts):** There will be a midterm and final exam. The exams will consist of 5 essay questions. Everyone will answer the first question and you will be allowed to choose 1 of the 4 remaining questions to answer. **Make-up Policy for Exams:** Make-ups will only be given if there are extenuating circumstances (examples: severe illness, a death in the family, etc.) and only if you notify me in advance of the exam (in person, by phone, or by e-mail). The make-up exam must be completed within one week of your return. The paper will have the same requirements.

**Evaluation:**

Current Events	50
Attendance/Participation	100
Midterm/Final	200
Annotated Bib./	
Rough Drafts/Paper	<u>350</u>
	700

**Grading:**

Grade	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	≤419

**Tentative Schedule**

The schedule is contingent on the pace of the class. I reserve the right to modify the schedule and any other part of the syllabus to fit the needs of the class.

**Week 1**

Introduction, Exploring ethics, morals, values  
**Reading:** Chapter 1

**Week 2**

Ethical Theories  
**Reading:** Chapter 2, Chapter 3

**Week 3**

Ethics of Law and Law Making  
**Reading:** Chapter 17, Trebach and Inciardi  
**Annotated Bibliography**

- Week 4  
Ethics of Law and Law Making, Policies, Procedures  
**Reading:** to be assigned
- Week 5  
Ethics and Law Enforcement  
**Reading:** Chapter 5, Chapter 6  
**First Rough Draft Due**
- Week 6  
Ethics and Law Enforcement  
**Reading:** Chapter 7  
**Midterm**
- Week 7  
Ethics and Court Personnel  
**Reading:** Chapter 8, Chapter 9
- Week 8  
Plea Bargaining, Jury Nullification  
**Reading:** Kipnis, Weinstein
- Week 9  
Ethics and Criminal Sentencing  
**Reading:** Chapter 10
- Week 10  
Ethics and Criminal Sentencing  
**Reading:** to be assigned
- Week 11  
Death Penalty  
**Reading:** Chapter 12  
**Second Rough Draft Due**
- Week 12  
Death Penalty  
**Reading:** to be assigned
- Week 13  
Ethics and Corrections  
**Reading:** Chapter 13 and 15
- Week 14  
Ethics and Corrections  
**Reading:** to be assigned



Week 15  
Final Exam  
**Final Paper Due**

### **Bibliography**

Bank, C. (2004) *Criminal Justice Ethics: Theory and Practice*. CA: Sage Publications.

Braswell, M., B. McCarthy, and B. McCarthy. (2005) *Justice Crime and Ethics*, 5<sup>th</sup> Edition OH: Anderson Publishing Co.

Close, D and N, Meier. (2003) *Morality in Criminal Justice: An Introduction to Ethics*. CA: Wadsworth Publishing.

Humphreys, L. (1970). *Tearoom Trade: Impersonal Sex in Public Places*. Chicago: Aldine

Muraskin, R. and A. Roberts (2005) *Visions for Change: Crime and Justice in the 21<sup>st</sup> Century* 4<sup>th</sup> Edition. NJ: Prentice Hall.

Souryal, S. (2003) *Ethics in Criminal Justice: In Search of the Truth*. 3<sup>rd</sup> Edition. OH: Anderson Publishing Co.

Stojkovic, S., J. Klofas, D. Kalinich (2004) *The Administration and Management of Criminal Justice Organizations* 4<sup>th</sup> Edition. IL: Waveland Press, Inc.

Tonry, M. (1996) *Sentencing Matters*. NY: Oxford University Press.

Walker, S., C. Spohn, and M. DeLone (2000) *The Color of Justice* 2<sup>nd</sup> Edition. CA: Wadsworth.

## CRIM 403 Detailed Exploration of an Ethical Dilemma in Criminal Justice

The purpose of this paper is to explore an ethical dilemma that practitioners may come across in the criminal justice system. This dilemma must be a dilemma that we have not discussed in class. This dilemma can be present at any level of the criminal justice system (eg: laws, law enforcement, court personnel or court processes, corrections, etc.). Once a dilemma is chosen, you are required to obtain 5 peer reviewed journal articles that relate to or discuss your dilemma.

### Content:

#### Detailed Information

- define the dilemma
- explain why it is or what makes it a dilemma in the criminal justice field
- the extent of the dilemma
- how the dilemma affects the criminal justice system, specific agencies in the criminal justice system, or the general public

#### Stance

- you need to include your opinion or stance on the issue
- tell me why you have the stance you do
  - values, beliefs, etc.
- be sure to support your stance with at least one ethical theory...be sure that you explain how the theory supports your stance
- include a theory that would refute you stance and explain

#### Empirical Support

- discuss how research supports or refutes your ethical or moral stance

### Paper Set-up:

#### Length

- 10-12 pages, double spaced, inch margins
- must be 10 full pages (partial pages and reference pages do not count)
- pages must be numbered (number should be bottom right)

#### Citations

- include citations (for information on what constitutes plagiarism see <http://education.indiana.edu/~frick/plagiarism/item1.html>)
- citations can be APA, MLA, or similar to the *Criminology* journal as long as consistent throughout paper

#### Title Page

- includes the title to your paper
- your name
- CRIM 403 and semester/year
- date

The paper will be graded according to the following rubric.

## Paper Rubric

	A	B	C	D
<b>Organization 20 points</b>	Clear introduction, with a purpose or thesis statement, clear transition statements, clear conclusion, paper flows well, easy to read <b>20 pts</b>	Similar to A however could be more complete or polished <b>17 pts</b>	Introduction, purpose or thesis statement, and/or conclusion is awkward, transition statements awkward, a little more difficult to read <b>15 pts</b>	Introduction, purpose or thesis statement, and/or conclusion is unclear, transition statements are unclear, difficult to read <b>13 pts</b>
<b>Content: detailed info. on dilemma, affect CJS etc, your stance, ethical theory that supports/refutes stance, how research supports stance 40 points</b>	All content information is present and explained clearly <b>40 pts</b>	Similar to A however could be more complete or polished <b>34 pts</b>	Some content information is missing or not explained clearly <b>30 pts</b>	More content information is missing or not explained clearly <b>26 pts</b>
<b>Citations 20 points</b>	Citations are used appropriately and consistently throughout paper, citations are referenced in the works cited or reference page appropriately, use of 5 peer reviewed articles <b>20 pts</b>	Similar to A however could be more polished <b>17 pts</b>	Citations are used inappropriately and inconsistently throughout paper, citations are missing in works cited or reference page, used few peer reviewed articles <b>15 pts</b>	Citations are missing, or used inappropriately and inconsistently in paper, citations are missing in works cited or reference page, used few peer reviewed articles <b>13 pts</b>
<b>Grammar/Spelling 20 points</b>	No errors and complete sentence structures <b>20 pts</b>	Few or no errors, but sentence structures could be polished <b>17 pts</b>	A few overlooked errors, incomplete sentences <b>15 pts</b>	Many overlooked errors, many incomplete sentences <b>13 pts</b>

## CRIM 403 Current Event Presentations

You are to find two newspaper/magazine articles that relate to class discussion. These articles must not be older than two years. The purpose of the current events is to synthesize and apply class material to an ethical dilemma. This will also allow you an opportunity to evaluate your own ethical and moral beliefs and apply these beliefs along with ethical theories to an actual dilemma experienced in the criminal justice workforce.

### Content:

- brief summary of article
- description of ethical dilemma
- stance on issue
- ethical theory that supports and one that refutes your stance (be sure to explain theory and why it supports or refutes)
- is there a solution or course of action
- two discussion questions
- 20 points per current event

### Paper Set-up:

- 1 page, double spaced, and inch margins (must be a complete page)
- include a copy of the article
- 5 points per current event