



## CCJ 4054: Capstone: Criminal Justice Ethics

3 credit hours

Department of Criminal Justice

College of Community Innovation and Education, University of Central Florida

### COURSE SYLLABUS

<b>Instructor Section 0001:</b>	Gail Sears Humiston, Ph.D.	Term:	Spring, 2020
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Phone:	407-823-6040	Meeting Hours:	12:00 – 1:15 p.m.
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#### I. University Course Catalog Description

Analysis of criminal justice ethical issues. Moral dilemmas across police, courts, corrections and juvenile justice including development of humane policies and procedures.

#### II. Course Overview

This is an undergraduate capstone course on criminal justice ethics for organizations and personnel. Three major themes will be included: 1) foundations of ethics and moral decision-making; 2) identification of ethical issues and dilemmas in the criminal justice system; and 3) applying student knowledge and developing analytical skills through writing and practical exercises.

In this course, students will work independently to learn about a social justice issue that intersects with criminal justice. Criminal justice officials must frequently respond to broader social problems, such as behavioral health (e.g., mental disorders and drug use), environmental crimes, racial and gender discrimination, and poverty (e.g., hunger and homelessness). Students will find and secure 15 hours of community service, in addition to completing related discussions and assignments. The purpose is to integrate classroom knowledge about crime, criminal justice, and ethics to real-world contexts and across disciplines.

#### III. Course Objectives (CO)

1. Identify, describe, and apply the foundations of ethics and morality.
2. Identify and describe ethical issues and dilemmas in the criminal justice system.
3. Describe the significance and importance of ethical behaviors in public service.
4. Explain the significance of the leadership role as it pertains to agency ethics.
5. Explore the intersection of ethics in criminal justice with the broader scope of social justice.
6. Demonstrate the ability to engage in life-long learning by articulating goals and planning and implementing learning objectives, selecting appropriate activities, finding resources, and assessing progress.
7. Collaborate with a community-based organization to and perform 15 hours of volunteering.
8. Engage in experiential learning that builds social skills, work ethic, and practical knowledge of complex societal justice issues.
9. Demonstrate the ability to connect core knowledge of ethics and justice to real-world professional and civic contexts.
10. Interact with other students to share diverse experiences and perspectives.
11. Reflect on integrative learning experiences as they apply to ongoing professional and civic goals.

12. Demonstrate analytical skills and apply discipline-specific knowledge and ethical theories when examining complex ethical situations related to criminal justice.

**IV. Course Prerequisites:** Senior standing and CCJ 4746 or C.I.

**V. Required Materials**

Souryal, S. S. (2015). Ethics in criminal justice: In search of the truth (6th ed.). New York: Routledge. ISBN 9780323280914 (See <https://www.routledge.com/Ethics-in-Criminal-Justice-In-Search-of-the-Truth-6th-Edition/Souryal/p/book/9780323280914> ) (Internet shows year of book as 2014.)

Microsoft Office (i.e., Excel, Word, and PowerPoint)

\* Additional required readings, website, and videos will be placed in Webcourses.

\* The class PowerPoint fill-in-the-blank lectures are provided in the Webcourse, and do **not** substitute for the assigned readings.

**VI. Basis for Final Grade**

You can review your current assessment grades at any time using the “Grades” feature in Webcourses. **WARNING:** There is no guarantee that the “Total” grade calculation is correct in the Webcourse. I recommend that you calculate your score manually. You are ultimately responsible for knowing how you are performing in the course.

The university’s plus (+) and minus (-) grading system will be used for final grades, which is based on the percentage of total points. To calculate the percentage, divide your total “points earned” by the total “points available.” For example, a student who earns a total of 350 points can calculate their grade as follows:

$$350/500 = .7 \times 100 = 70\% = C-$$

<u>Assessment</u>	<u>Points &amp; Percentage</u>
Academic Activity	10 pts ( 2%)
10 Quizzes	100 pts (20%)
9 In-class Only Activities	90 pts (18%)
Discussions	100 pts (20%)
Experiential Learning Commitment & Worksheet	50 pts (10%)
Reflection Journal	50 pts (10%)
<u>Experiential Paper</u>	<u>100 pts (10%)</u>
Total	500 pts. (100%)

NOTE – Due to rounding, percentages may not add to exactly 100 percent.

**Academic Activity:** Federal aid requires the documentation of each student’s academic activity at the beginning of the course. This Academic Activity is a survey of students’ perspectives. Grading is based on honest effort and completion. It is worth 10 points.

**Quizzes:** Each of the 10 chapters of assigned reading from the required course text is accompanied by a multiple choice quiz worth 10 points for a total of 100 points. A PowerPoint lecture is provided by the instructor prior to taking each quiz.

**In-class Only Activities:** In-class group activities are used to prepare students for online discussions and experiential learning assessments. Each of the 9 in-class activities is worth 10 participation points for a total of 90 points.

**Discussions:** Students will participate in two (2) online discussions to share ideas, information, and sources on their chosen social justice topic. The social justice topic is chosen within the categories offered by the instructor. Each

discussion requires an original posting and two replies. Each Discussion is worth 50 points and is graded according to a rubric. The two Discussions are worth a total of 100 points.

**Experiential Learning Commitment & Worksheet:** Students are to perform 15 hours of volunteering to provide a service in the community which is related to their professional and civic goals and course content. Students are guided through the process of finding a service position of their own choosing, which must be approved by the instructor. The Experiential Learning Commitment & Worksheet is completed by the student and submitted as a means of having their service position approved by the instructor. Students will provide information on their service position, as well as stating their goals and plan for learning from the experience. This submission is graded on the basis of completion and is worth 50 points. Students are permitted to revise and resubmit in accordance with the course schedule and instructor's discretion for time extensions.

**Reflection Journal:** Students will keep a Reflection Journal while performing their 15 hours of volunteering in service to the community. Students are guided through the journaling structure. The journal submission is graded on the basis of completion and is worth 50 points. Students may be permitted to revise and resubmit in accordance with the course schedule and instructor's discretion for time extensions.

**Experiential Paper:** Students will write a paper of no more than 10 pages. The paper will be graded according to a rubric and is with 100 points.

**Final Grade Calculation**

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	59 and below

**VII. Grade Dissemination**

Assessment scores can be accessed at any time using "Grades" in UCF's online Webcourse (sign in using your NID at [webcourses.ucf.edu](https://webcourses.ucf.edu)). For more information about accessing Webcourse, see <https://cdl.ucf.edu/support/webcourses/guides/login/>.

Students wishing to see or review their exams or quizzes can do so by setting an appointment with the instructor. If you need help accessing your Grades, see the online video: <https://cdl.ucf.edu/support/webcourses/guides/student-tour/>.

**VIII. Course Policies: Grades**

**Late Work, Missed Assignments, & Make-ups Policies:** Make-up work will be administered strictly according to university policy governing authorized events and activities. All other make-up work is subject to the sole discretion of the instructor and will be given only in extraordinary circumstances.

Timely completion of the required assignments is a basic requirement of this course. **Unless noted section VI above, there are no “redo’s”** which means students will not be permitted to retake a quiz, assignment, exam, or other assessment a second or third time to attempt to achieve a higher grade. What you earn on the first attempt is final.

Late quizzes and assignments (other than in-class only activities) may be made up within 7 days of the original due date, with *legitimate* notice prior to or immediately following the scheduled due date. The make-up assessment may be different from the regularly scheduled assessment. Instructor reserves the right to determine what constitutes a legitimate excuse and the right to deduct points for late exams, assignments, or other assessments. The goal is to apply the same rules of completion and assessment uniformly to all students. After the 7-day grace period, each exam or other assessment will result in a score of 0 points.

Consult the course Schedule carefully to ensure that you do not have irreconcilable conflicts with course deadlines. For the purpose of this course, please note that weddings, vacations, family reunions, etc., do **not** constitute “extraordinary circumstances.” If you discover that these or similar events will prevent you from completing all assignments and assessments on time, then you should drop the course.

This course requires 15 hours of service in the community. If your work, school, or home schedule does not permit volunteerism, then you should drop this course.

**Make-Up Assignment for Authorized University Events or Co-Curricular Activities:** Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/>.

**Religious Observances:** Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <https://policies.ucf.edu/>.

**Deployed Active Duty Military Students:** Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**Extra Credit Policy:** Instructor reserves the right to offer extra credit during any class period. **Extra credit**, if any, will only be offered in class, and **cannot be made up**.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected, verifiable emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript. (See <http://catalog.ucf.edu/content.php?catoid=2&navoid=17> )

#### **IX. Course Policies: Technology and Media**

Electronics may be used for academic purposes which do not violate the rules of academic integrity. To get started on UCF’s technologies regarding browsers, network connections, and email, see <https://it.ucf.edu/student-support/>

**Webcourse:** Materials for this course will be posted in UCF’s learning management system, Webcourse. For more information about accessing Webcourse, see <https://cdl.ucf.edu/support/webcourses/guides/login/> . For information about UCF’s Webcourse delivery system, Canvas, take a tour at <https://cdl.ucf.edu/support/webcourses/guides/student-tour/>

If you do not own a computer, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: <http://guides.ucf.edu/c.php?g=78577&p=517810>

**E-mails:** Communication for this course may be accomplished during class time (for live lectures) or office hours and via email and/or Webcourses@UCF's Inbox. All students are responsible for regularly checking their UCF email accounts (<https://office365.ucf.edu/>). Emails will not be sent to other accounts. All emails and Webcourses@UCF Inbox messages to the professor will be returned within 24-48 hours with the exception of weekends and holidays.

Please note: UCF faculty have a spam filter on their account, thus electing to send an email from a non-UCF account incurs the risk of non-receipt of email because of the spam filter. If you do not receive an email response within 48 hours, please resend your message through Knights email or Webcourses.

**Copyright:** This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for live courses, online classroom environment, and your use only. All copyright materials are credited to the copyright holder.

#### **X. Course Policies: Student Expectations, Safety, and Sources of Assistance**

**Course Accessibility:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Attendance Policy:** Class attendance and active participation is expected. Students who repeatedly miss class, live or online, will have very poor understanding of the class material. Assessments will cover lecture material, assigned readings, and class activities. If you miss class, it is YOUR responsibility to get the lecture notes from another student.

Quizzes, exams, class activities, assignments, or other assessments that are not turned in during class or to Webcourses before the due date will receive 0 points.

Unavoidable circumstances sometimes occur which throw timing off...hurricanes for example! In the event of a hurricane, which causes power outages and evacuations, do not panic about your online assignments. Your safety and that of your family is your first priority. When power is restored, contact your instructor. She will work with individual students to determine the best course of action. Remember, your instructor could be experiencing the same or similar problems in the event of a hurricane!

Other circumstances, which may be considered "unavoidable", include medical or legal emergencies. Pertinent documentation, deemed acceptable by the instructor, will be required for any excused absence from a discussion group or delayed assignment.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy (Honesty/Plagiarism):** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) and the Office of Student Conduct (<http://www.osc.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and, when necessary, respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <https://goldenrule.sdes.ucf.edu/zgrade/>.

Plagiarism and cheating of any kind on an examination, quiz, literature review, research project, or any other assessment will result *at least* in an "F" for that assessment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. Academic dishonesty in any form will not be tolerated. In other words, **don't cheat by giving answers to others or taking them from anyone else (including websites)**.

Many incidents of plagiarism result from students' lack of understanding about **what constitutes plagiarism**. All work you submit must be your own scholarly and creative efforts, and must be your own original submission (never submitted in a prior course or an earlier assignment for this course).

UCF's Golden Rule defines **plagiarism** as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

- In criminal justice, quotation marks and APA citation, including the page number, are required to correctly indicate the use of a quote and its source.

**"Close Paraphrasing"** is considered to be **plagiarism**, and is a practice that confuses many students when a faculty member accuses them of engaging in such. The following definitions are offered so that you can avoid risking such an accusation:

- **"Close paraphrasing** is the superficial modification of material from another source." This includes the mixing of several sources.
- **"Close paraphrasing, where only a few words of each sentence are changed from the original, has no place in academic writing."**

To avoid close paraphrasing, use original wording and punctuation throughout. This not only avoids the danger of plagiarism but also demonstrates that you have fully understood your source.

If you can't avoid using a quote, then use the quote and proper APA citations (i.e., quotation marks and author, year, and page numbers within the text); this is preferable to you superficially changing a word, punctuation, or other practice that leaves you open to a charge of plagiarism due to "close paraphrasing." In the end, it is your understanding of the material in your own words that is of importance, not your ability to manipulate text.

If you are uncertain about how to properly cite sources, see <http://guides.ucf.edu/c.php?g=78524&p=513640> or [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Also, please be sure to ask the UCF Writing Center (<http://uwc.cah.ucf.edu/>) or your teacher for assistance.

See the UCF Golden Rule for further information. High standards of academic integrity require that students (and faculty) submit their own scholarly, creative work. See <http://www.osc.sdes.ucf.edu/> and <http://goldenrule.sdes.ucf.edu/> for more information.

I will also adhere to the highest standards of academic integrity, so **please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.**

**Academic Integrity:** Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- **Unauthorized assistance:** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- **Communication to another through written, visual, electronic, or oral means:** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- **Commercial Use of Academic Material:** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- **Falsifying or misrepresenting the student's own academic work.**
- **Plagiarism:** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- **Multiple Submissions:** Submitting the same academic work for credit more than once without the express written permission of the instructor.
- **Helping another violate academic behavior standards.**
- **Soliciting assistance with academic coursework and/or degree requirements:** The solicitation of assistance with an assignment, lab, quiz, test, paper, etc. without authorization of the instructor of record or designee is prohibited. This includes, but is not limited to, asking for answers to the quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

**Unauthorized Use of Technology for Sharing:** Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc.

- Taking a screen shot of an online quiz or test question, posting it to GroupMe, WhatApp, or other form of technology, and asking for assistance is considered academic misconduct.
- Answering, giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.

**Responses to Academic Dishonesty, Plagiarism, or Cheating:** Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://www.goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct.

Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

**Turnitin.com:** In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

**Title IX:** Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is unlawful (See <http://osrr.sdes.ucf.edu/titleix> and <https://letsbeclear.ucf.edu/>). If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at UCF Victim Services (<http://victimservices.ucf.edu/>; 407-823-1200). Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Please note, any disclosure a student makes to a teacher about being the victim of a "sexual assault" **requires the teacher to report the student's name to the Title IX Coordinator – even if you ask the teacher not to do so**. Once the report is made, the decision on how to proceed returns to the student.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://uwc.cah.ucf.edu/> or call (407) 823-2197.

**Campus Safety:** Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.



- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**Campus Safety for Student in Online-Only Courses:** Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

**UCF Cares:** During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFcares.com (<https://cares.sdes.ucf.edu/>) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**Information contained in this syllabus may be subject to change; however, you will be given ample prior notice of any necessary changes.**

**XI. Schedule**

<b>Dates</b>	<b>Module Topic</b>	<b>Assigned Readings &amp; Materials</b>	<b>Webcourse Assessments (In-class Graded Activities are <u>NOT</u> included)</b>
Week 1 [Dates to be inserted at a later date for each week]	<b>Introduction to Capstone: Criminal Justice Ethics</b>  <b>&amp;</b>  <b>Module 1 – Capstone Projects: Intersections of Criminal and Social Justice</b>	<b>Webcourse postings:</b> Academic Activity  Orientation & Introduction to the course  <b>Webcourse postings:</b> Introduction to Capstone Projects: Intersections of Criminal and Social Justice  Purpose of Module & Choice of Social Justice Issue  Inspirational Videos on Social Justice Topics  Intercept Model	Academic Activity to be completed by <b>Fri., Aug. 28, 2020</b> or ASAP
Week 2		<b>Webcourse postings:</b> Experiential Learning <ul style="list-style-type: none"> <li>• UCF’s Youth Protection Program</li> <li>• Service Learning Commitment Cover Sheet &amp; Worksheet</li> <li>• Reflective Journal Entries</li> <li>• Poster Presentation</li> <li>• Experiential Paper               <ul style="list-style-type: none"> <li>○ Finding Articles</li> <li>○ Citing and Summarizing an Empirical Article</li> </ul> </li> </ul>	
Week 3	<b>Module 2 - Ethics and Morality: Philosophical and Religious Perspectives</b>	<b>Chapter 1 of Souryal text -</b> Acquainting Yourself with Ethics: A Tour of the Ethics Hall of Fame  <b>Chapter 2 of Souryal text -</b> Familiarizing Yourself with Ethics: Nature, Definitions, and Categories	Reading Quiz Chapter 1  Reading Quiz Chapter 2
Week 4		<b>Chapter 3 of Souryal text -</b> Understanding Criminal Justice Ethics: Sources and Sanctions	Reading Quiz Chapter 3
Week 5		<b>Chapter 4 of Souryal text -</b> Meeting the Masters: Ethical Theories, Concepts, & Issues	Reading Quiz Chapter 4
Week 6	<b>Module 3 - Justice and the State: Ethics &amp; Issues in CJ</b>  <b>Cont. Module 1</b>	<b>Chapter 5 of Souryal text -</b> The Ambivalent Reality: Major Unethical Themes in Criminal Justice Management  <b>Webcourse postings (Module 1):</b> Review Module 1.	Reading Quiz Chapter 5  Experiential Learning Commitment & Worksheet

Week 7		<b>Chapter 8 of Souryal text -</b> Egoism and the Abuse of Authority	Reading Quiz Chapter 8
Week 8		<b>Chapter 9 of Souryal text -</b> Misguided Loyalties: To Whom, to What, at What Price?	Reading Quiz Chapter 9
		<b>Chapter 11 of Souryal text -</b> Ethics and Police	Reading Quiz Chapter 11
Week 9		<b>Chapter 12 of Souryal text -</b> Ethics and Corrections (Prisons)	Reading Quiz Chapter 12
		<b>Chapter 14 of Souryal text -</b> The Truth Revealed: Enlightenment and Practical Civility Minimize Criminality	Reading Quiz Chapter 14
Week 10	<b>Cont. Module 1</b>	<b>Webcourse postings:</b> Join a “Social Justice” Group Here!	Join a “Social Justice” Group for Discussions 1 and 2
Week 11		Social Justice Discussion 1	Social Justice Discussion 1
Week 11		<b>Webcourse postings:</b> Social Justice Discussion 2  Reflection Journal  Experiential Paper	Social Justice Discussion 2
Week 12		<b>Webcourse postings:</b> Reflection Journal  Experiential Paper	
Week 13		<b>Webcourse postings:</b> Reflection Journal  Experiential Paper	Reflection Journal
Week 14		<b>Webcourse postings:</b> Experiential Paper	
Final Exam Week		<b>Webcourse postings:</b> Experiential Paper	Experiential Paper

Notes:

- Assessments will open at the beginning of the week unless otherwise stated. See course for starting times.
- Due dates and times are found under “Assignments” in Webcourses.
- Assistance from the instructor or UCF’s technical supports are not likely to be available on the weekends, so plan accordingly.
- The Syllabus, Schedule, and assessment dates and times are subject to revision. Be informed and routinely check the class Announcements, Assignments, Syllabus and Schedule, and/or Calendar for any changes or updates.