

Fayetteville State University
College of Arts and Sciences – Department of Criminal Justice
CRJC 429-01 Internship Preparation Course
Fall 2011

I. Locator Information:

Instructor:	<u>Dr. Robert A. Brown, Ph.D., Assistant Professor</u>	
Course # & Name:	<u>CRJC 429-01 Internship Preparation Course</u>	
Semester Credit Hours:	<u>3</u>	Office Location: <u>Lauretta Taylor., Room 320</u>
Day and Time Class Meets:	<u>M 3:00 - 3:50 PM</u>	Office hours: <u>M/W/F 9:50-11:50am;</u>
Total Contact Hours for Class:	<u>40</u>	<u>T&TH 9-9:30am</u>
Office Phone:	<u>910-672-2272</u>	Email address: rbrown20@uncfsu.edu

Whenever you send me a message regarding this class, **ALWAYS INCLUDE THE COURSE NUMBER IN THE SUBJECT LINE: CRJC 429-01**

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description: This course familiarizes students with issues related to the internship experience, such as finding an internship, preparing for the internship interview, learning about criminal justice in the field, being professional, understanding issues that may occur during the internship, successfully completing assignments, and ethics in the field. This course must be successfully completed before a student can register for CRJC 430, Internship in Criminal Justice.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

Gordon, G.R., and McBride, R.B. (2008). *Criminal Justice Internships: Theory into Practice (6th ed)*. Cincinnati, OH: Anderson Publishing.

Additional reading materials will be assigned as needed to meet course objectives and learning outcomes.

V. Student Learning Outcomes

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

- Students will select their internship agency and interview with that agency to set up the internship for the following semester
- Students will examine the issues of sexual harassment and discrimination in the workplace so they will be better equipped on how to handle those situations and/or notice those situations while interning
- Students will create goals that they want to accomplish in the internship
- Students will identify difficult situations that could arise on the internship and propose ways to deal with those situations

VI. Course Requirements and Evaluation Criteria:

Taking or passing CRJC 429 (Internship Preparation) DOES NOT guarantee approval to take CRJC 430 (Internship in Criminal Justice) or placement with an agency for an internship for academic credit. This course is lecture- and discussion-based assessments will be administered online via Blackboard. While this is not an online course, you may also be required to complete various course requirements online via Blackboard. Students are expected to regularly attend class – prompt and regular attendance is a critical requirement for this course. Students are expected to utilize the Blackboard site for this course.

I reserve the right to change the scheduled date, number, or nature of all course requirements to facilitate course objectives. This includes changing online assessments like quizzes to in-class assessment, changing in-class activities to online activities, etc.

I reserve the right to reject student work products deemed inappropriate for the assignment. If a work product is rejected, the student will be notified via email and given one-week from the date of notification to resubmit a revision; blatant failure to follow assignment guidelines and/or shoddy work typically results in rejection. *A 20 percent grade reduction may be applied to resubmitted assignments.* Failure to resubmit a revised work product within one week of the notification date may result in a grade of zero for the assignment.

a. Grading Scale

179-200 = A (90%-100%)

178-159 = B (80-89%)

158-139 = C (70-79%)

138-119 = D (60-69%)

118 and below = F (59% and below)

In-Class Assignments 10 at 10 points each = 100 points

In-Class Discussions 10 at 10 points each = 100 points

Total = 200 points

In-Class Assignments – 10 Points Each

During class session, students will be expected to complete in-class assignments ranging from quizzes and writing assignments from the textbook and lecture material to review of tasks assigned for out of classroom work. For instance, student will be required to come to class with certain information completed (e.g., internet search on criminal justice agency information, draft resumes or cover letters, etc.) so that it may be reviewed and discussed as part of the classroom lecture.

Discussion Sessions (DS) – 10 Points Each

Class meetings will be treated as lecture and discussion sessions (DS). Students will be required to utilize the textbook, information from the course lectures, and information from other sources to support their comments

during the discussions, and to complete in-class assignments (ICAs). Student Discussion Session grades will be determined by the following criteria:

POINTS	DISCUSSION SESSION GRADING CRITERIA
9 - 10	<p>Through the written assignment and discussion session contributions, student always takes a voluntary, thoughtful, and active role in their own learning. Student accurately follows all aspects of assignment instructions. Student displays willingness to respectfully assert an opinion and support it through course content, and other relevant information. Student actively listens to others, and contributions always demonstrate careful preparation and thoughtful listening.</p> <p><i>Student is on-time for class session.</i></p>
7 - 8	<p>Through the written assignment and discussion session contributions, student consistently takes a thoughtful and active role in their own learning. Student follows most aspects of assignment instructions; student does not address minor of the assignment instructions. Student displays willingness to respectfully assert an opinion and support it through course content, and other relevant information. Student actively listens to others, and contributions consistently demonstrate careful preparation and thoughtful listening.</p> <p><i>Student is on-time for class session.</i></p>
5 - 6	<p>Through the written assignment and discussion session contributions, student sometimes takes an active role in their own learning. Student marginally follows assignment instructions; student does not address key aspects of the assignment instructions. Student displays willingness to respectfully assert an opinion, and occasionally support it through course content, and other relevant information. Student actively listens to others, and contributions sometimes demonstrate minimal preparation.</p> <p><i>Student is late to class session for unexcused reason – see also late student policy in Behavioral Expectations section of the syllabus.</i></p>
1 - 4	<p>Through the written assignment and discussion session contributions, student rarely takes a voluntary, thoughtful, and active role in their own learning. Student does not follow assignment instructions. Student rarely asserts an opinion, or does not respond with an opinion when directly asked, or is disrespectful in the discussion. Student does not support opinions or comments through course content or other relevant information. Student does not demonstrate preparation or thoughtful listening.</p> <p><i>Student is late to class session for unexcused reason – see also late student policy in Behavioral Expectations section of the syllabus.</i></p>
0	<p><i>Student absent from the discussion session for unexcused reason.</i></p>

b. Late Assignments:

All course requirements must be completed on-time. All assignments are due at the beginning of class; if you are late to class then your assignment is late, and this includes emailed assignments. Late assignments will be accepted with the following penalties: the first day it is late (which begins at 3:01 PM on the assigned due date) there will be a 15% reduction from the total points for the assignment, a 30% reduction at day two (which begins at 3:01 PM the day after the assignment was originally due), and no assignment will be accepted 48 hours after the assigned due date.

Makeup assessments will be given only when there is a valid excuse for missing the scheduled assessment **and the reason for the absence is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.). Arriving late for an assessment reduces the amount of time available to complete the assessment; late students will not be given extra time to complete it. Those who have a valid excuse for missing a scheduled assessment will have to take a makeup assessment **within one week of the original date**. The requirements and nature of makeup exercises (e.g., quizzes and assignments) may be different from the original exercise.

VII. Student Behavior Expectations

This course is a commitment between the professor and the students who register for the course. That commitment is on Mondays from 3:00 to 3:50 PM in room 242 of the Laretta Taylor building to study Internship Preparation (CRJC 429) during the Fall 2011 Semester. **ANYONE WHO IS UNABLE AND/OR UNWILLING TO MAKE THIS COMMITMENT SHOULD SERIOUSLY RECONSIDER PARTICIPATION IN THIS COURSE/SECTION AT THIS TIME.** Beyond the expectations outlined in the [FSU Policy on Disruptive Behavior in the Classroom](#), students are expected to honor this commitment by adhering to the following classroom policies:

- Do not arrive late for class. Students may lose one point from their total earned points for each minute they are late to class, and the penalty doubles after the five minute mark for the class period. In other words, if you arrive five minutes late for class, according to Dr. Brown's timepiece, up to five points may be deducted from your final course grade. If you are 6 minutes late, 12 points may be deducted; 7 minutes late could be a 14 point deduction, etc. The maximum penalty is 20 points per tardy incident (10 minutes). Think of this like a potential speeding ticket and think of Dr. Brown as the police officer (judge and prosecutor) who may decide your fate; indeed, think of it as the criminal law and criminal justice system in action.
- Read, attempt to understand, and follow the syllabus. Dr. Brown is always willing to help, but you should try to answer your own question before asking him. A copy of your syllabus is available on Blackboard.
- Do not sit in class with your book open or attempt to follow the lecture while reading your text. Do not come unprepared for class. Plan to participate fully in discussions and activities. Expect to be called upon directly in class.
- Laptops may not be used during class. Turn-off all cellular phones, pagers, or any other devices that make noise, and do not use such devices during class. If for some reason you need this device to be active during class, make me aware of your need for that class session and place the device on "vibrate." Do not wear headphones or other paraphernalia that may be distracting to the classroom environment
- Do not pass notes, check emails, send text messages (unless instructed to do so), carry on private conversations, sleep, or eat "meals" during class. Take care of these kinds of needs before coming to class.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations."

Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair. Noncompliance with behavioral expectation may result in the student being reported to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct (<http://www.uncfsu.edu/handbook/index.htm>).

Academic Misconduct:

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity in academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of illness, injury, accident, family death, etc. to avoid the timely submission of academic work or test taking). The aforementioned forms of academic misconduct also apply to online activity related to this course (i.e., completing Bb quizzes, Bb exams, and other assignments involving Blackboard). Any incident of academic misconduct can result in failure of the course, not just a zero on that assignment/course requirement, no matter how big or small the activity.

VIII. Academic Support Resources -

You can feel free to talk with me at anytime in the semester regarding questions about the internship preparation and/or internship experience.

IX. Course Outline and Assignment Schedule

Date	Topic	Reading	Assignments due
Week 1 Aug. 22 nd	Course Introduction	Syllabus	Syllabus quiz on Blackboard
Week 2 Aug. 29 th	Student Introductions	Ch. 1	Self introductions and "What does an internship mean to you?" ICA #1 & DS#1
Week 3 Sept. 5 th	NO CLASS: LABOR DAY		
Week 4 Sept. 12 th	Perception Management	Ch. 2	Internship in the Age of Transparency ICA #2 & DS #2
Week 5 Sept. 19 th	Placement Process	Ch. 3	ICA #3 & DS #3 <ul style="list-style-type: none"> • Résumé • "Liability, Insurance and Confidentiality" "Going to the Interview" worksheet • Application form
Week 6 Sept. 26 th	Goal Setting	Ch. 4	Establishing Goals ICA #4 & DS #4
Week 7 Oct. 3 rd	The Internship Role	Chs. 5 & 6	Agency personnel questionnaire - due in class on Oct. 3rd . This will count as ICA #5 . Conduct agency interview during this week. Interview form can be found on Blackboard site under Course Documents. DS #5 Vignettes – common experiences
Week 8 Oct. 10 th	Interviewing		ICA #6 & DS #6 Student Interview Panels
Week 9 Oct. 17 th	NO CLASS: MIDTERM BREAK		
Week 10 Oct. 24 th	Harassment and Discrimination		ICA #7 & DS #7 Vignettes – harassment and discrimination
Week 11 Oct. 31 st	Individual meetings with instructor and agency interviews	Ch. 7	ICA #8 & DS #8 Each student will meet with me (office visit) based on appointments and office hours during the week in lieu of classroom meeting to move forward with internship agency interviews and placements
Week 12	Individual meetings	Ch. 7	ICA #8 & DS #8

Nov. 7 th	with instructor and agency interviews		Each student will meet with me (office visit) based on appointments and office hours during the week in lieu of classroom meeting to move forward with internship agency interviews and placements
Week 13 Nov. 14 th	Ethics	Ch. 8	ICA #9 & DS #9 Vignettes – ethical situations
Week 14 Nov. 21 st	Assessment	Ch. 13	ICA #10 & DS #10 Evaluation of the Internship
Week 15 Nov. 28 th	Interning for Academic Credit	Ch. 10	Challenges and benefits Review of CRJC 430
Dec. 7 th	(FINAL EXAM) Wednesday, December 7 th (2:00-3:50 a.m.)		

IX. Teaching strategies

This course will consist of discussions with students and the professor, completion of assignments, individual meetings with the professor, and establishment of the internship.

X. References

Harr, S.J., and Hess, K.M. (2009). *Careers in Criminal Justice and Related Fields: From Internship to Promotion (6th Ed.)*. Belmont, CA: Wadsworth, Cengage Learning.