THE UNIVERSITY OF NORTH GEORGIA  
DEPARTMENT OF CRIMINAL JUSTICE  
COURSE SYLLABUS – CRJU 1100: INTRODUCTION TO CRIMINAL JUSTICE  
FALL 2015  
FULLY ONLINE

INSTRUCTOR: Dr. Jon Hager

EMAIL ADDRESS: jon.hager@ung.edu (preferred method of contact)

OFFICE: Hansford Hall, 3rd Floor

OFFICE HOURS: M: 10am-4pm

CLASS LOCATION: ONLINE

PREREQUISITE: NONE

CO-REQUISITE: NONE

If you need this document in another format, please email Jon Hager at jon.hager@ung.edu or call 507-271-4417 (EST).

DESIRE2LEARN (D2L):

All class content, discussion forums, and other learning materials will be provided in the online classroom. The class requires at least one proctored activity. The proctored activity is the Midterm Exam. The date, time, and location are yet to be determined.

TECHNOLOGY REQUIREMENTS:

Regular internet accessibility will be required for this course. The minimum software requirements are Microsoft Word, and PowerPoint. All writing assignments are save and submitted in Word (.doc or .docx) with the exception to the PowerPoint assignment which will be saved as .PPT.

MINIMUM TECHNICAL SKILLS:

The minimum technical skills required for the course is the ability to use the Internet, send/receive emails, use software such as Word and PowerPoint, and typing skills.

DISABILITY SERVICES FOR DISTANCE EDUCATION:

Students:
You must register with Disability Services to request accommodation for your online courses.

List of services available:

<table>
<thead>
<tr>
<th>Service</th>
<th>Description of Service</th>
</tr>
</thead>
</table>

REQUIRED TEXT:


COURSE DESCRIPTION:

This course is an overview of the criminal justice system, its history, philosophical background, constitutional limitations, and the process for achieving goals. Each of the major divisions (police, courts, and corrections) will be examined for its contributions, assumptions, and interrelations. Also included are the contemporary trends in the system on the local and national levels. Must pass with a “C” or higher.

PREREQUISITE: NONE

COURSE OBJECTIVES:

After completion of this course, students should be able to:

- Remember the basic concept, structure, and scope of the criminal justice system in America
- Analyze the types of crime and methods by which it is measured
- Understand the history and existing issues related to the criminal justice system and the rule of law
- Understand the police role, the judicial system’s function, and correctional techniques used in dealing with offenders
- Evaluate the public’s attitude toward the offender, the resulting contemporary trends in policing and procedure, and the evolution of the criminal justice system in the United States

GA POST Learning Objectives

1.1 Criminal Justice System

Given an assignment as a law enforcement officer, students will perform law enforcement duties within the proper framework of the Criminal Justice System while upholding the rights of our citizens, in accordance with federal, state and local laws and regulations.
1.3 Peace Officer Standards and Training Council

METHODS OF INSTRUCTION:

The class is conducted fully online. Resource material will be provided in the online classroom. The classroom will consist of discussion forums, two exams, one PowerPoint, and three research papers.

The course learning materials are aligned and derived from the required text book. The chapter PPT slides, videos, and course assignments align with the text book and assignments.

EVALUATION METHODS:

Two (2) Examinations:

The midterm will be administered online and proctored during week #8. The midterm exam consists of 50 multiple choice questions covering chapters 1 to 9. Each question is worth two points for a total value of 100 points. The exam is timed. The allotted amount of time for the exam is 60 minutes. The exam must be completed during the assigned proctored time. There are no make-up exams. The Midterm Exam is closed book and notes.

Proctored Exam Information –

a. UNG policy requires proctoring at least one graded assignment in each undergraduate online course. In this course the Midterm Exam has been chosen as the proctored assignment. Undergraduate students are required to complete the Midterm Exam on campus on October 7th, 2015 from 12:00 p.m. to 1:00 p.m. EST in the Learning Technology Center (Library) in the Laptop Lab. Students should bring a valid photo ID (such as a driver’s license, state-issued ID card, UNG student ID card) with them to the exam. Please arrive at least 15 minutes early to allow time for checking in. Students who are unable to complete the Midterm Exam on the UNG campus are responsible for securing a proctor at an approved proctor site from the list provided at https://ecore.usg.edu/exams/sites.php in order to complete the Midterm Exam. Students are responsible for making all necessary arrangements with the proctor site and for any fees associated with the site. If a student chooses to use an off-campus proctor site, additional information can be found at https://ecore.usg.edu/exams/student_instruct.php. Students who do not appear on the UNG campus for the Midterm Exam or do not make arrangements at a proctor site for the Midterm Exam will be given a zero on the exam. No make-ups or extensions will be allowed.

The final exam will be administered online. The final exam consists of 50 multiple choice questions covering chapters 10 to 14. Each question is worth two points for a total value of 100 points. The final exam must be completed during the assigned week.

POWERPOINT (1):

You will prepare a PowerPoint (PPT) based on the following questions:
What is the relationship between lead poisoning in children and violent crime? How does lead get into the human body? What can be done to prevent lead poisoning? Include research that either proves/disproves the relationship between lead poisoning in children and violent crime.

The PPT requires a minimum of 10 slides (does not include cover slide and references) and five academic references. Keep the amount of text on each slide to a minimum. Utilize the speaker's notes underneath each slide for elaborating the bullet points and citing of the references. The final product should have a cover slide (page), the body, and the references. Feel free to include images and sound effects.

A rubric for the PPT is provided at the end of the syllabus. The PPT will be submitted to an assigned drop box.

DISCUSSION FORUMS (10):

The course has a total of 10 discussion forums. One discussion forum is an introduction to the class and the other nine are related to the course content. All discussion forums must be completed during the assigned week. Any posts submitted after the close of the week will not earn any credit. The due date for the main post is before midnight on the Wednesday of the assigned week. A main post can be submitted after Wednesday and before the close of Sunday but will be subjected to a late penalty. The minimum requirements for the main post are 300 words with a minimum of two academic sources. All main posts should be completed in paragraph form, references listed, and citing of the references within the body of work.

The discussion forums require a minimum of two substantive responses to others. The minimum length requirement for the responses is 150 words (relevant content only). Use references as needed in response to others. I will post questions during the forums. If you happen to respond to me and meet the minimum requirements, I will count the response as one of the two required responses to others.

A rubric for the discussion forums is provided at the end of the syllabus.

SYLLABUS QUIZ (1):

During the first week of class, complete the syllabus quiz. The quiz is 10 T/F questions and asks questions related to the course syllabus. This also provides you an opportunity to acclimate to the testing environment online. The quiz is required and worth 10 points.

RESEARCH PAPERS (3):

A. The criminal justice system consists of three components. In a minimum of three pages:

1. Identify and explain the responsibilities of each component.

2. Explain how the components interrelate.

3. Explain how the components might conflict.

The three page paper is to be completed in APA format. I do not require an abstract. The length of the paper only includes the body. The paper requires a min of 3 academic references
to support the paper. The text book would constitute as one of the three required academic references.

The paper is due to the drop box before midnight on Sunday of week #1.

A rubric is provided at the end of the syllabus.

B. After becoming familiar with the structure of the court system discussed in Chapter 7,

Discuss the advantages and disadvantages of drug courts. Why are these courts effective or not in reducing drug use and recidivism?

The three page paper is to be completed in APA format. I do not require an abstract. The length of the paper only includes the body. The paper requires a min of 3 academic references to support the paper. The text book would constitute as one of the three required academic references.

The paper is due to the drop box before midnight on Sunday of week #5.

A rubric is provided at the end of the syllabus.

C. Chapter 14 discusses human trafficking. Watch the video “Human Trafficking in India” at http://www.youtube.com/watch?v=9yJWypsha3A

This video is a United Nations documentary on human trafficking.

Discussion: Discuss the impact of human trafficking on the victims. What can the government do to decrease human trafficking?

The three page paper is to be completed in APA format. I do not require an abstract. The length of the paper only includes the body. The paper requires a min of 3 academic references to support the paper. The text book would constitute as one of the three required academic references.

The paper is due to the drop box before midnight on Sunday of week #14.

A rubric is provided at the end of the syllabus.

NETIQUETTE:

Netiquette is extremely important in an online environment. Be respectful to each other by avoiding offensive language, but respond to others in a respectful manner. Lack of respect to other students or the instructor will not be tolerated.

Netiquette is a catch-all term that is often used to describe the conventions of politeness and etiquette for electronic communications. "Netiquette" is comprised of two parts; 1) The "net" of
the world-wide-web 2) etiquette. The concept has existed for many years and technological generations, yet remains as relevant today as ever before especially with regards to communications.

Below are some examples of common online and electronic communications netiquette.

- Don't do anything that you would not like done to you. For example, do not send an email from another party without their permission.
- Use informative and understandable subject lines with your messages.
- Send messages to and reply to only those who need to receive the messages.
- Use starts to emphasize a word or phrase, such as *this will be on your exam.*
- Don't use ALL CAPITAL LETTERS. This may come across as SHOUTING.
- Equally, restrain from using excessive amounts of bold lettering or other text accentuation in your messages. Bold, highlights, underlines, italics, colors, etc. are great ways to make text stand out and command attention, but overuse will result in diminished effectiveness.
- Be careful of what you include in your messages. Sometimes emails are delivered to the wrong party. One should be hesitant to email content requiring extreme privacy or security. For example, emailing credit card details or personal information may risk exposure of information to unintended viewers.
- Messages often get distorted or completely lost in translation. Be sure to review each message before sending. Double-check your tone, verbiage, and humor. Remember, other readers may well interpret the message differently than you intended.
- Try to be sensitive and conscious not to provoke an unwanted response. Many people use "emoticons" to convey the missing body language signals.
- Communicate well. The principle is as (if not more) valued in the virtual world as it is in the real world. Use a spell checker on your messages before sending or posting them. Review your messages closely for proper spelling, grammar, punctuation. Get to the point! Keep your messages short and tactful when possible. Try to avoid rambling, slang, and jargon in your messages. Stay on topic.
- Email and most other forms of online communication are not 100% private. Assume that any message can find itself in unexpected places and delivered to unintended peoples.

FEEDBACK:

I will provide feedback for all graded work. I will be specific and grade according to the rubric. Expect to see feedback within 7 days after the due date. In most cases, it will be less than five days. If there is any need for clarification from the feedback, please let me know.

GRADING SUMMARY:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDTERM EXAM:</td>
<td>100</td>
</tr>
<tr>
<td>FINAL EXAM:</td>
<td>100</td>
</tr>
<tr>
<td>DISCUSSION FORUMS (9):</td>
<td>450</td>
</tr>
<tr>
<td>INTRODUCTION:</td>
<td>10</td>
</tr>
<tr>
<td>PPT:</td>
<td>50</td>
</tr>
<tr>
<td>RESEARCH PAPERs (3)</td>
<td>300</td>
</tr>
<tr>
<td>SYLLABUS QUIZ</td>
<td>10</td>
</tr>
</tbody>
</table>
TOTAL POINTS 1,020 POINTS

GRADING SCALE:

The following grading scale will be used in this course and is consistent with the University’s approved grading scale:

A: 918-1,020 PTS
B: 816-917 PTS
C: 714-815 PTS
D: 612-713 PTS
F: 0-611 PTS

THE INSTRUCTOR WILL MAKE EVERY EFFORT TO FOLLOW THE SYLLABUS AND COURSE CALENDAR AS PRINTED. HOWEVER, REASONS BEYOND THE INSTRUCTOR’S CONTROL MAY OCCUR AND CAUSE SOME DEVIATION FROM THE PRINTED SYLLABUS. THE SYLLABUS MAY BE SUBJECTED TO CHANGE WITHOUT PRIOR NOTICE. STUDENTS WILL BE NOTIFIED IMMEDIATELY OF ANY CHANGES TO THE SCHEDULE AND/OR SYLLABUS.

SUPPLEMENTAL SYLLABUS:

MORE UNG POLICIES CAN BE FOUND AT THE FOLLOWING WEBSITE:
HTTP://UNG.EDU/ACADEMIC-AFFAIRS/POLICIES-AND-GUIDELINES/SUPPLEMENTAL-SYLLABUS.PHP

COURSE SCHEDULE

The material for each week is provided in the online classroom. Each week is broken down as a module. Module #1 is week #1, Module #2 is week #2 and so forth. Click on each module to access the PowerPoints for each chapter and the assigned work. All work is required to be completed during the assigned week. Assignment details are also provided in the online classroom.

There is a module titled “Student Resources”. Click on this module to obtain assistance to access the online library, technical support, and so forth.

MODULE #1: WEEK #1: (August 17th-23rd)

READ:
CHAPTER 1 & REVIEW THE CHAPTER 1 PPT SLIDES

ASSIGNMENTS:
DISCUSSION FORUMS:
1. INTRODUCTIONS
DROP BOX
1. THE CRIMINAL JUSTICE SYSTEM (GA POST 1.1, CRIMINAL JUSTICE SYSTEM)
QUIZ:

1. SYLLABUS QUIZ

MODULE #2: WEEK #2: (August 24th-August 30th)

READ:

CHAPTERS 2 & 3, REVIEW CHAPTERS 2 & 3 PPT SLIDES

ASSIGNMENT:

DISCUSSION FORUM:

1. CRIMINALIZE OR DECRIMINALIZE?

MODULE #3: WEEK #3: (August 31st-September 6th)

READ:

CHAPTERS 4 & 5, REVIEW CHAPTERS 4 & 5 PPT SLIDES

ASSIGNMENT:

DISCUSSION FORUM:

1. INVASION OF PRIVACY?

MODULE #4: WEEK #4: (September 7th-September 13th)

READ:

CHAPTER 6, REVIEW THE CHAPTER 6 PPT SLIDES

ASSIGNMENT:

DISCUSSION FORUM:

1. USE OF FORCE

MODULE #5: WEEK #5: (September 14th-September 20th)

READ:

CHAPTER 7, REVIEW THE CHAPTER 7 PPT SLIDES

ASSIGNMENT:

DROP BOX:

1. DRUG COURTS

MODULE #6: WEEK #6: (September 21st-September 27th)

READ:

CHAPTER 8, REVIEW THE CHAPTER 8 PPT SLIDES

ASSIGNMENT:

DISCUSSION FORUM:

1. STRANGE PLEA

MODULE #7: WEEK #7: (September 28th-October 4th)
READ:
  CHAPTER 9, REVIEW THE CHAPTER 9 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. CRIME AND PUNISHMENT

MODULE #8 WEEK #8: (October 5th-October 11th)

ASSIGNMENT:
  MIDTERM EXAM (CHAPTERS 1-9)(PROCTORED)

MODULE #9: WEEK #9: (October 12th-October 18th)

READ:
  CHAPTER 10, REVIEW THE CHAPTER 10 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. PROBATION AND PAROLE

MODULE #10: WEEK #10: (October 19th-October 25th)

READ:
  CHAPTER 11, REVIEW THE CHAPTER 11 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. THE SUPERMAX

MODULE #11: WEEK #11: (October 26th-November 1st)

READ:
  CHAPTER 12, REVIEW THE CHAPTER 12 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. WHEN KIDS GET LIFE

MODULE #12: WEEK #12: (November 2nd-November 8th)

READ:
  CHAPTER 13, REVIEW THE CHAPTER 13 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. FALSE CONFESSIONS
MODULE #13: WEEK #13: (November 9th-November 15th)

READ:
  CHAPTER 14, REVIEW THE CHAPTER 14 PPT SLIDES

ASSIGNMENT:
  DROP BOX:
  1. LEAD POISINING AND VIOLENT CRIME (PPT)

MODULE #14: WEEK #14: (November 16th-November 22nd)

READ:
  CHAPTER 14, REVIEW THE CHAPTER 14 PPT SLIDES

ASSIGNMENT:
  DROP BOX:
  1. HUMAN TRAFFICKING

MODULE #15: WEEK #15: (November 23rd-November 29th)

THANKSGIVING BREAK: NO CLASS THIS WEEK

MODULE #16: WEEK 16TH: (November 30th-December 6th)

ASSIGNMENT:
  FINAL EXAM (CHAPTERS 10-14).

University of North Georgia

CRJU 1100

Discussion Forum Rubric

<p>| Substance (Possible 20 points) | Zero points: Student failed to respond to the essay | 5 points: Presentation is unclear; a basic understanding | 10 points: Student's initial posting did not meet the | 15 points: Student answered/addressed most aspects of the question/topic posed in the | 20 points: Student answered/addressed all aspects of the |</p>
<table>
<thead>
<tr>
<th>Collaborative (Possible 15 points)</th>
<th>Zero points: Student filed none of the required replies.</th>
<th>5 points: Student filed only one of the required replies OR filed the required replies but failed to meet length requirements.</th>
<th>10 points: Student filed the minimum number of replies, meeting the length requirements and evidencing an understanding of the issues under discussion and the views of colleagues. Student failed to respond to specific queries posed to him by colleagues or by the Instructor. Student exceeded minimum length requirements in at least one posting.</th>
<th>15 points: Student filed at least the number of required replies and they met the length requirement; the replies were substantive, thoughtful responses and contributed to the discussion; student exceeded minimum length requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REVISED AS OF AUGUST 13TH, 2015

<table>
<thead>
<tr>
<th>Timeliness (Possible 5 points)</th>
<th>Zero points: Student filed more than two required postings in an untimely manner.</th>
<th>2 points: Student filed two required postings in an untimely manner.</th>
<th>4 points: Student filed one required posting in an untimely manner.</th>
<th>5 points: Student filed all required postings in a timely manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (Possible 5 points)</td>
<td>Zero points: Student failed to respond to the essay question</td>
<td>1 points: Writing contains several grammatical, punctuation, and/or spelling errors. Language lacks clarity or includes some use of jargon and/or conversational tone; sentence structure is</td>
<td>2 points: Student demonstrates consistent and correct use of the rules of grammar usage, punctuation, and spelling, with a few errors; there is room for</td>
<td>3 points: Student demonstrates consistent and correct use of the rules of grammar usage, punctuation, and spelling. Language is clear and precise throughout all submissions. Sentences display consistently strong, varied structure</td>
</tr>
<tr>
<td>Citations (Possible 5 points)</td>
<td>awkward.</td>
<td>improvement in writing style and organization.</td>
<td>and organization is excellent.</td>
<td>instruction; student applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Zero points: Student failed to include citations and/or references</td>
<td>1 points: Citations of reference sources exist; citations apparently correspond to the correct source but do not enable the reader to locate the source. APA 6th edition format not evident.</td>
<td>2 points: Attempts to cite reference sources are made, but the reader has difficulty finding the sources; attempts to use APA 6th edition format are evident but poorly executed</td>
<td>3 points: Reference sources are cited as necessary, but some components of the citations are missing and/or APA 6th edition format is faulty in some respects.</td>
<td>5 points: Reference sources relied on by the student are cited appropriately and accurately. No writing of others is left without quotation and/or attribution, as appropriate. APA 6th edition format is used correctly and consistently.</td>
</tr>
</tbody>
</table>

University of North GEORGIA
CRJU 1100
PowerPoint Rubric
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and information (10 PTS)</td>
<td>Information indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view. 10 PTS</td>
<td>Information shows you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information. 5 PTS</td>
<td>Information shows you misinterpreted statements, graphics and questions and failed to identify relevant arguments. 3 PTS</td>
<td>Information shows you recorded information from four or less resource, did not find graphics or sounds, and ignored alternative points of view. 1 PT</td>
</tr>
<tr>
<td>Introduction (5 PTS)</td>
<td>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals. 5 PTS</td>
<td>The introduction is clear and coherent and relates to the topic. 4PTS</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience. 3PTS</td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience. 1PT</td>
</tr>
<tr>
<td>Content (15 PTS)</td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information. Information is accurate, current and comes mainly from credible sources. 15 PTS</td>
<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources. 10 PTS</td>
<td>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable. 5 PTS</td>
<td>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear. 1 PT</td>
</tr>
<tr>
<td>Text Elements (10 PTS)</td>
<td>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. 10PTS</td>
<td>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. 5 PTS</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text. 3 PTS</td>
<td>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting. 1 PT</td>
</tr>
<tr>
<td>Citations (5)</td>
<td>Sources of</td>
<td>Most sources of</td>
<td>Sometimes copyright</td>
<td>No way to check</td>
</tr>
<tr>
<td>Quality of Response</td>
<td>No Response</td>
<td>Poor/Unsatisfactory</td>
<td>Satisfactory</td>
<td>Good</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>Content (worth a maximum of 50% of the total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>20 points out of 50: The essay illustrates poor understanding of the relevant material by failing to address or incorrectly addressing the relevant content; failing to identify or inaccurately explaining/defining key concepts/ideas; ignoring or incorrectly explaining key points/claims and though failing to fully or explain the relevant content.</td>
<td>30 points out of 50: The essay illustrates rudimentary understanding of the relevant material by mentioning but not fully explaining the relevant content; identifying and explaining some of the key concepts/ideas though failing to fully or thoroughly addressing the relevant content.</td>
<td>40 points out of 50: The essay illustrates solid understanding of the relevant material by correctly addressing most of the relevant content; identifying and explaining most of the key concepts/ideas; using correct terminology explaining the relevant content.</td>
</tr>
</tbody>
</table>
the reasoning behind them; and/or inaccurately or inappropriately using terminology; and elements of the response are lacking.

accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.

explaining the reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples. The answer is complete.

reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the required answer are missing.

<p>| Use of Sources (worth a maximum of 20% of the total points) | 5 out 20 points: Sources are seldom cited to support statements and/or format of citations are not recognizable as APA 6th Edition format. There are major errors in the formation of the references and citations. And/or there is a major reliance on highly questionable. The Student fails to provide an adequate synthesis of research | 10 out 20 points: References to scholarly sources are occasionally given; many statements seem unsubstantiated. Frequent errors in APA 6th Edition format, leaving the reader confused about the source of the information. | 15 out 20 points: Credible Scholarly sources are used effectively to support claims and are, for the most part, clear and fairly represented. APA 6th Edition format is used with only a few minor errors. There are minor errors in |
| Zero points: Student failed to include citations and/or references. Or the student failed to submit a final paper. | 20 points: Credible scholarly sources are used to give compelling evidence to support claims and are clearly and fairly represented. APA 6th Edition format is used accurately and consistently. The student uses above the maximum required |</p>
<table>
<thead>
<tr>
<th>Grammar (worth maximum of 20% of total points)</th>
<th>Zero points: Student failed to submit the final paper.</th>
<th>5 points out of 20: The paper does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are disjointed or in comprehensible; organization lacking; and/or numerous grammatical, spelling/punctuation errors</th>
<th>10 points out 20: The paper is often unclear and difficult to follow due to some inappropriate terminology and/or vague language; ideas may be fragmented, wandering and/or repetitive; poor organization; and/or some grammatical, spelling, punctuation errors</th>
<th>15 points out of 20: The paper is mostly clear as a result of appropriate use of terminology and minimal vagueness; no tangents and no repetition; fairly good organization; almost perfect grammar, spelling, punctuation, and word usage.</th>
<th>20 points: The paper is clear, concise, and a pleasure to read as a result of appropriate and precise use of terminology; total coherence of thoughts and presentation and logical organization; and the essay is error free.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the Paper (worth 10% of total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>3 points out of 10: Student needs to develop better formatting skills. The paper omits significant structural elements required for and APA 6th edition paper. Formatting of the paper has major flaws. The paper does not conform to APA 6th edition requirements whatsoever.</td>
<td>5 points out of 10: Appearance of final paper demonstrates the student’s limited ability to format the paper. There are significant errors in formatting and/or the total omission of major components of an APA 6th</td>
<td>7 points out of 10: Research paper presents an above-average use of formatting skills. The paper has slight errors within the paper. This can include small errors or omissions with the cover page, abstract, page number, and</td>
<td>10 points: Student provides a high-caliber, formatted paper. This includes an APA 6th edition cover page, abstract, page number, headers and is double spaced in 12' Times Roman Font. Additionally the paper conforms to the specific</td>
</tr>
<tr>
<td>edition paper. The can include the omission of the cover page, abstract, and page numbers. Additionally the page has major formatting issues with spacing or paragraph formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of and paper headers. There could be also slight formatting issues with the document spacing or the font. Additionally the paper might slightly exceed or undershoot the specific number of required written pages for the assignment.</td>
<td>number of required written pages and neither goes over or under the specified length of the paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>