THE UNIVERSITY OF NORTH GEORGIA
DEPARTMENT OF CRIMINAL JUSTICE
COURSE SYLLABUS – CRJU 2004: CRIMINOLOGY
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>
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<tbody>
<tr>
<td>CART</td>
<td>Verbatim Transcript</td>
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</tbody>
</table>
C-Print | Text Interpreting (meaning)
---|---
Captioned Video | Transcript provided for video materials in the course.
Captioned Audio | Audio transcripts for text-based course materials.

Students experiencing technical difficulties with online course should contact:
- Helpdesk
- For 24/7 technical help with your online courses, contact Online Support Center for 24/7 support at http://help8.view.usg.edu.

REQUIRED TEXT:


COURSE DESCRIPTION:

This course explores criminological theory and its policy implications from the late 18th century to the present. Emphasis is on social and social-psychological explanations of criminality. Student will also evaluate how crime is measured and the strengths and weaknesses of those measurements.

PRE-REQUISITE: CRJU 1100.

COURSE OBJECTIVES:

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

- Understand the major theoretical perspectives of criminal and deviant behaviors
- Analyze the past and present literature in criminology
- Evaluate how crime is measured and the strengths and weaknesses of those measurements
- Understand how criminological theory shapes criminal justice policy and practice

METHODS OF INSTRUCTION:

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

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 7. 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 –
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 8th, 2015 from 12:00 p.m. to 1:00 p.m. 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](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](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 8 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):**

Choose a person, group of people, or a corporation that allegedly committed a green crime. What was the alleged crime? How was the crime committed? When and where was the alleged crime committed? Who was involved in the investigation? What was the outcome of the investigation? The PPT requires a minimum of 10 slides (does not include the cover slide and references) and five academic references. Keep the amount of text on each slide to a minimum. Use 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. The citations and references should be formatted in APA. Feel free to include images and sound effects.

The assignment is due before midnight on Sunday of week #13.

A rubric for the PPT is provided at the end of the syllabus. The PPT is submitted to a dropbox.

**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 (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:

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)

1. During a criminal trial, mitigating and/or aggravating circumstances may impact sentencing if the defendant is found guilty. Mitigating is beneficial and aggravating is detrimental to the defendant during the sentencing phase. For example, a subject kills another and returns to the scene to commit further crimes to the body. A possible mitigating circumstance is a child killing their parent as result of ongoing child abuse.

   What if the courts dismiss the relevancy of the mitigating and aggravating circumstances involved in criminal offenses, and instead, render mandatory sentences based solely upon the crime itself? How might this approach take justification and excuse defenses out of the defense model?

   No matter the circumstances of a crime, individuals will be sentenced the same. I would recommend researching actual cases to enhance the paper.

   Write a 4 page paper addressing the above questions. The paper should be completed in APA format. I do not require an abstract. Only the body is counted towards the 4 page requirement. A minimum of 5 academic references are required to assist in substantiating your thoughts. Academic references do not include websites on the Internet unless it originates from a government website. The Internet sources can be used to supplement the paper as long as they are credible.

   The assignment is due before midnight Sunday of week #4.

2. What would happen if the American justice system dismantled its current trend of incapacitation through incarceration, and adopted sweeping restorative justice strategies? Would the change to restorative justice influence the crime rate? Do you think society would be accepting of the change?

   Write a 4 page paper addressing the above questions. The paper should be completed in APA format. I do not require an abstract. Only the body is counted towards the 4 page requirement. A minimum of 5 academic references are required to assist in substantiating your thoughts. Academic references do not include websites on the Internet unless it originates from a government website. The Internet sources can be used to supplement the paper as long as they are credible.

   The assignment is due before midnight Sunday of week #9.
3. What if the most severe sex offenders would be required to wear an internal GPS chip (surgically) imbedded in their bodies?

Would this level of surveillance change their behavior? Would you consider this cruel and unusual punishment? Why or why not?

Do you have any other suggestions in reducing the recidivism rate of sex offenders?

Write a 4 page paper addressing the above questions. The paper should be completed in APA format. I do not require an abstract. Only the body is counted towards the 4 page requirement. A minimum of 5 academic references are required to assist in substantiating your thoughts. Academic references do not include websites on the Internet unless it originates from a government website. The Internet sources can be used to supplement the paper as long as they are credible.

The assignment is due before midnight Sunday of week #14.

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
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>
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<th>Points</th>
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<tbody>
<tr>
<td>MIDTERM EXAM</td>
<td>100</td>
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<tr>
<td>FINAL EXAM</td>
<td>100</td>
</tr>
<tr>
<td>DISCUSSION FORUMS (9)</td>
<td>450</td>
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<tr>
<td>INTRODUCTION</td>
<td>10</td>
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<tr>
<td>PPT</td>
<td>50</td>
</tr>
<tr>
<td>RESEARCH PAPER (3)</td>
<td>300</td>
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<tr>
<td>SYLLABUS QUIZ</td>
<td>10</td>
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</tbody>
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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
       2. CRIMINALIZING BEHAVIOR

   QUIZ:
       1. SYLLABUS QUIZ

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

READ:
   CHAPTER 2, REVIEW THE CHAPTER 2 PPT SLIDES

ASSIGNMENT:
   DISCUSSION FORUM:
       1. GUNS & VIOLENCE

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

READ:
   CHAPTER 3, REVIEW CHAPTER 3 PPT SLIDES

ASSIGNMENT:
   DISCUSSION FORUM:
       1. VICTIMIZATION

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

READ:
   CHAPTER 4, REVIEW THE CHAPTER 4 PPT SLIDES
ASSIGNMENT:
  DROPBOX:
  1. MANDATORY SENTENCING

MODULE #5: WEEK #5: (September 14th-September 20th)
READ:
  CHAPTER 5, REVIEW THE CHAPTER 5 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. CRIMINAL TRAITS

MODULE #6: WEEK #6: (September 21st-September 27th)
READ:
  CHAPTER 6, REVIEW THE CHAPTER 6 PPT SLIDES

ASSIGNMENT:
  DISCUSSION FORUM:
  1. CULTURAL DEVIANCE THEORY

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

ASSIGNMENT:
  DISCUSSION FORUM:
  1. SOCIAL PROCESS THEORY

MODULE #8 WEEK #8: (October 5th-October 11th)
ASSIGNMENT:
  MIDTERM EXAM (CHAPTERS 1-7) ONLINE (PROCTORED)

MODULE #9: WEEK #9: (October 12th-October 18th)
READ:
  CHAPTER 8, REVIEW THE CHAPTER 8 PPT SLIDES

ASSIGNMENT:
  DROPBOX:
  1. RESTORATIVE JUSTICE

MODULE #10: WEEK #10: (October 19th-October 25th)
READ:
  CHAPTER 9, REVIEW THE CHAPTER 9 PPT SLIDES

ASSIGNMENT:
DISCUSSION FORUM:
1. DEVELOPMENTAL THEORIES

MODULE #11: WEEK #11: (October 26th-November 1st)
READ:
CHAPTER 11, REVIEW THE CHAPTER 11 PPT SLIDES
READ:
CHAPTER 10, REVIEW THE CHAPTER 10 PPT SLIDES
ASSIGNMENT:
DISCUSSION FORUM:
1. HATE GROUPS

MODULE #12: WEEK #12: (November 2nd-November 8th)
READ:
CHAPTER 12, REVIEW THE CHAPTER 12 PPT SLIDES
ASSIGNMENT:
DISCUSSION FORUM:
1. PROPERTY CRIME

MODULE #13: WEEK #13: (November 9th-November 15th)
READ:
CHAPTER 13, REVIEW THE CHAPTER 13 PPT SLIDES
ASSIGNMENT:
DROPBOX:
1. GREEN CRIME PPT

MODULE #14: WEEK #14: (November 16th-November 22nd)
READ:
CHAPTER 14, REVIEW THE CHAPTER 14 PPT SLIDES
ASSIGNMENT:
DROPBOX:
1. SEX OFFENDERS

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 8-14).
University of North Georgia  
CRJU 2004  
Discussion Forum Rubric

| Substance (Possible 20 points) | Zero points: Student failed to respond to the essay question | 5 points: Presentation is unclear; a basic understanding of the topic and issues is not evident; explanation is lacking; segments of the required answer are lacking; sources and supporting facts are not utilized; length requirements may not have been met. | 10 points: Student’s initial posting did not meet the length requirement; and/or presentation evidences some confusion concerning topics under discussion; analysis may be lacking and/or elements of the question are not answered; support and references may be lacking. | 15 points: Student answered/addressed most aspects of the question/topic posed in the Forum; initial posting met length requirement; a basic understanding of relevant concepts/theories is demonstrated; relevant sources were located; minimal or no facts/examples were used in support of presentation. | 20 points: Student answered/addressed all aspects of the topic/question posed in the Forum; initial posting met length requirement; analysis of concepts and theories clearly demonstrates superior knowledge and a clear understanding of the topic; relevant and scholarly resources were located and used appropriately; facts and examples are used in support of presentation. |
|---|---|---|---|---|
| Collaboration | Zero points: Student | 5 points: Student filed the minimum | 10 points: Student | 15 points: Student | 20 points: Student |
| (Possible 15 points) | filed none of the required replies. | 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 did not take initiative in advancing the discussion throughout the week. | 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 requirements by answering all queries posed to him by others and remained present and actively engaged in the discussion throughout the week; student led the discussion by raising complex issues, connecting concepts, and illuminating the discussion with examples.** |
| **Timeliness** (Possible 5 points) | Zero points: Student filed more than two required postings in an untimely manner | 2 points: Student filed two required postings in an untimely manner | 4 points: Student filed one required posting in an untimely manner. | 5 points: Student filed all required postings in a timely manner. |
| Writing (Possible 5 points) | Zero points: Student failed to respond to the essay question | 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 awkward. | 2 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 and organization. | 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 and organization is excellent. | 5 points: Student demonstrates a quality of writing consistent with scholarly works in the relevant discipline; student is facile in the use of subject-matter vocabulary and terminology consistent with the level of 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. |
### Citations

**Zero points:** Student failed to include citations and/or references

**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.

**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.

**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.

**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.

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**University of North Georgia**

**CRJU 2004**

**PowerPoint Rubric**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
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</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 4PTS</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 3 PTS</td>
<td>The introduction does not orient the audience to what will follow. The sequencing is</td>
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<td>Section</td>
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<tr>
<td><strong>Content (15 PTS)</strong></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>
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<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources. 10 PTS</td>
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<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>
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<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>
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<td><strong>Text Elements (10 PTS)</strong></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>
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<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>
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<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>
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<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>
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<tr>
<td><strong>Citations (5 PTS)</strong></td>
<td>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using APA citations throughout the project. 5 PTS</td>
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<td>Most sources of information use proper APA citation and sources are documented to make it possible to check on the accuracy of information. 4 PTS</td>
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<td>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper APA citations. 3 PTS</td>
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<td>No way to check validity of information. 0 PTS</td>
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<td><strong>Writing Mechanics (5 PTS)</strong></td>
<td>The text is written with no errors in grammar, capitalization, punctuation, and Spelling, punctuation, and grammar errors distract or impair readability. 4 PTS</td>
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<td>The text is clearly written with little or no editing required for grammar, punctuation, and spelling. 4 PTS</td>
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|                        | Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major
spelling. 5 PTS

(3 or more errors) 3 PTS

editing and revision is required. (more than 5 errors) 1PT

University of North Georgia

CRJU 2004

Research Paper Rubric

<table>
<thead>
<tr>
<th>Quality of Response</th>
<th>No Response</th>
<th>Poor/Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (worth a maximu m 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 the reasoning behind them; and/or incorrectly or inappropriately using terminology; and elements of the response are lacking.</td>
<td>30 points out of 50: The essay illustrates a rudimentary understanding of the relevant material by mentioning but not full explaining the relevant content; identifying some of the key concepts/ideas though failing to fully or accurately explain many of them; using terminology, though sometimes inaccurately or inappropriately; and/or incorporating some key claims/points</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 reasoning behind most of the key points/claims; and/or where necessary or useful, substantiating some points with accurate examples.</td>
<td>50 points: The essay illustrates exemplary understanding of the relevant material by thoroughly and correctly addressing the relevant content; identifying and explaining all of the key concepts/ideas; using correct terminology explaining the reasoning behind key points/claims and substantiating, as necessary/useful, points with several accurate and illuminating examples. No aspects of the</td>
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</tbody>
</table>
but failing to explain the reasoning behind them or doing so inaccurately. Elements of the required response may also be lacking.

Use of Sources (worth a maximum of 20% of the total points).

| Zero points: Student failed to include citations and/or references. Or the student failed to submit a final paper. | 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 collected for the paper. | 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. There are significant errors of the formation in the references and citations. And/or there is a significant use of highly questionable sources. | 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 reference and/or citations. And/or there is some use of questionable sources. | 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 references in the development of the assignment. |

Grammar

<p>| Zero | 5 points out of 20: | 10 points out | 15 points out of | 20 points: The |</p>
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<tr>
<th>Structure of the Paper (worth 10% of total points)</th>
<th>0 points: Student failed to submit the final paper.</th>
<th>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.</th>
<th>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 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.</th>
<th>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 headers. There could be also slight formatting issues with the document spacing or the font. Additionally the paper might slightly exceed or undershoot</th>
<th>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 number of required written pages and neither goes over or under the specified length of the paper.</th>
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<td>(worth maximum of 20% of total points)</td>
<td>Zero points: Student failed to submit the final paper.</td>
<td>The paper does not communicate ideas/points clearly due to inappropriate use of terminology and vague language; thoughts and sentences are disjointed or incomprehensible; organization lacking; and/or numerous grammatical, spelling/punctuation errors</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
</tr>
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formation. Font size might not conform with size requirements. The student also significantly writes too large or too short of and paper the specific number of required written pages for the assignment.