University of
MOUNT OLIVE

CJC 496 Course Syllabus

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COURSE INFORMATION

Course Website: UMO Moodle
Course Credit Hours: [3]

The professor will post their information, office hours, and Chair information in Moodle.

Meeting Time and Tool Used

Zoom meeting times may occur with prior notice. Any class meetings will be recorded and posted for those absent however, if a zoom class is prescheduled it will occur during the class times and be counted towards attendance. .

Prerequisites: CJC/SOC 401 and 405 and permission of the Chair.

General Education Requirements (GER) Information

None

GER Category Fulfilled

None

COURSE OVERVIEW

Catalog Description

This course is designed to serve as the capstone course for students upon completion of all of the required program courses. The student must select a criminal justice/criminology topic for investigation and develop a comprehensive thesis proposal in preparation for execution and analysis.

LEARNING OUTCOMES

SLO #	Student Learning Outcome *Upon successful completion of this course, students will be able to:*	PLO
1	Display knowledge of core course material from topical inquiry to theory and methodology to data analysis.	1,2,3
2	Select a topic for exploration and conduct a comprehensive literature	1,2,3,

	review.	
3	Analyze, critique and summarize the extant research and literature.	1,2,3
4	Provide the appropriate theoretical and methodological framework for the topic of study.	1,2,3
5	Develop a comprehensive research proposal covering all phases of the research process that is defensible before a committee of faculty.	1,2,3
6	Exhibit knowledge of APA guidelines by writing a research proposal in the form of a scholarly paper.	1,2,3
7	Explain the research project through a power point presentation to an audience of peers.	3

COURSE MATERIALS

Required Textbook and/or Software

Please follow the link (ctl+click) to the bookstore for information on your text: BOOKSTORE

TECHNOLOGY REQUIREMENTS

Hardware

University of Mount Olive's IT department provides technology requirements and recommendations for computer hardware.

Software

> Moodle and MyUMO
  ○ Moodle Accessibility Statement
  ○ Moodle Privacy Policy
  ○ UMO Privacy Policy
> Adobe Reader (for reading PDF files)
  ○ Accessibility Statement
  ○ Adobe Privacy Policy
> Zoom:
  ○ Zoom Accessibility Statement
  ○ Zoom Privacy Policy
> G Suite
  ○ Accessibility Statement
  ○ Privacy Policy
> Office 365

- ○ [Accessibility Statement](#)
- ○ [Privacy Policy](#)
> Specific mobile applications
> Headsets with microphone (optional for synchronous events)

Minimum Computer and Digital Literacy Skills

> Obtain regular access to a reliable internet connection
> Proficient typing and word processing skills (MS Word, text editors, Google Docs)
> Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
> Download attachments
> Knowledge of copy/paste and use of spell check
> Use computer networks to locate and store files or data
> Internet skills and ability to perform online research using various search engines and library databases. Visit The UMO Learning Commons for more information.
> Properly cite information sources using [APA format]

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:
> **Do**: Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
> **Don't**: Flame others in discussion forums. Flaming is the act of responding in a highly critical, sarcastic, or ridiculing manner – especially if done on a personal level. Remember that these discussions are meant for constructive exchanges and learning!
> **Do**: Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
> **Don't**: Go for long periods of time without communicating to your instructors or classmates. It is important to stay a part of the online community!
> **Do**: Remember to read over your posts before selecting "Submit."
> **Don't**: Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

Additional resources

> [Helping students develop proper internet etiquette](#)

GRADING

Grading Policy

Attendance/Participation _____ **10%**

Student participation consists of engaging in discussion forums and completing assignments. Attendance is directly related to participating in the virtual/traditional classroom environment through discussion postings. Discussion Questions are graded under this category. Student scores are assessed not only on the number of comments or posts but also on the quality of the comments or posts. The score attributed to students is based on instructor analysis of the consistent and overall contribution to the learning experience. The instructor will post their requirements for Discussion Post in the Moodle Shell.

General Assignments: **50%**

General assignments, including, but not limited to, papers, quizzes, exams, and other exercises that serve to facilitate student learning according to the needs of the class and specific course material. The percentage, expectations, and manner of assessment will be provided along with the assignment instructions. These assignments are requirements for the course and all papers must adhere to the guidelines stated in the written assignments posted on this syllabus. Instructors can add assignments that they deem necessary to assist with the instruction of the material. Note that all assignments and papers must be submitted with the following document title or "save as" identifier: Course Name and Number, Last Name, First Initial, Assignment Title (as articulated in the assignment instructions). Ex., SOC210SnicklefritzI SOC210 Final Paper.doc.

Final Projects **40%**

The instructor will post instructions in Moodle for all final projects. Final Projects can be in the form of a paper, power points, or exam. The Final Project can be a combination of assignments. Refer to the Class Shell for further information. Note that all assignments and papers must be submitted with the following document title or "save as" identifier: Course Number, Last Name,

Evaluation and Grading Scale:

All assignments are due on the dates posted on the course page. It is the professor/instructor's **choice** to accept or reject late work, but, in fairness to all, there may be a grade penalty if any work is accepted late. The penalty will be set at the discretion of the instructor. No assignment will be accepted after the end of the final class meeting. **There is no extra credit**. Evaluation will be based on various academic practices, and the professor/instructor reserves the right to change

assignments to facilitate the learning process. Prior notice will be given to students about any changes made to the schedule and/or assignments.

Grading Scale

This course uses this grading scale:

A	**93 - 100**	**C+**	**77 - 79**
A-	**90 - 92**	**C**	**70 - 76**
B+	**87 - 89**	**D**	**60 - 69**
B	**83 - 86**	**F**	**59 - Below**
B-	**80 - 82**		

COURSE SCHEDULE

Student Start Here	Due Date	SLO
. Read "2020-2021 Syllabus – CJC 496 – Student Research Project	01/20/2021	N/A

Week 1	Due Date	SLO
Review SRP Power-point and Instruction	01/20/2021	1,2,3
Review SRP Power-point Exemplar	01/22/2021	1,2,3

Week 2	Due Date	SLO
Complete written discussion: SRP Power-point discussion	01/25	1,2,3,5,
Complete written discussion: Student Topical areas of Inquiry	01/27	1,2,3,5,
Complete written discussion: SRP Requirements	01/27	1,2,3

Week 3	Due Date	SLO
Complete written discussion: Research and Problem Statement	02/01	2,3,4
Complete written assignment: Research Problem / Statement	02/03	1,2,3,5

Week 4	Due Date	SLO
Complete discussion: Annotated Bibliography	02/07	1,3,4,5
Review Article Deconstruction Sample	02/09	1,3,4,5

Week 5	Due Date	SLO

	Due Date	SLO
Complete assignment: Annotated Bibliography	02/15	1,2,3,4
Review assignment: Annotated Bibliography	02/17	1,2,3,4

Week 6	**Due Date**	**SLO**
Complete written discussion: Literature Review	02/22	2,3,4
Complete written assignment: Literature Review	02/24	2,3,4
Week 7	**Due Date**	**SLO**
Discuss and Review Key concepts application	03/01	3,4,5
Complete written assignment: Key concepts application exemplar	03/03	3,4,5

Week 8	**Due Date**	**SLO**
Complete written discussion: Methods section 1	03/08	1,2,3
Complete assignment: Methods section 1	03/10	1,2,3
Week 9	**Due Date**	**SLO**
Complete discussion: Methods section II	03/15	2,3,5
Complete assignment: Methods section II	03/17	2,3,5
Week 10	**Due Date**	**SLO**
Complete written discussion: Methods section III	03/22	1,3,5
Complete written assignment: Methods section III	03/24	1,3,5
Week 11	**Due Date**	**SLO**
Complete discussion: Final Project	03/29	4,5
Review final project	03/31	4,5
Week 12	**Due Date**	**SLO**
Easter Break	04/05	n/a
Complete the Discussion: Final project presentation	04/07	1,2,3,4
Week 13	**Due Date**	**SLO**
Student Research Project Presentation Upload	04/12	2,4,5
SRP- Presentation Review	04/14	2,4,5

Week 14	Due Date	SLO
Final Student Research (Paper) Project: Review	04/19	1,2,5
Complete and Submit Final SRP Projects	04/21	1,2,5
Week 15	**Due Date**	**SLO**
Wrap up and final course comments	04/26	1,2,3,4
Week 16	**Due Date**	**SLO**
Course Complete		

** **Key Code for the Course Matrix: "**WK" indicates the Week of the Module. The number that follows is the week number. "D" is equal to the Day of the Week. Monday is day 1 of the week and Sunday is day 7. SLO is a Student Learning Outcome. The number indicates which SLO is being met by an assignment.

*Note- Professors are able to add assignments to this course structure. Those assignments may not be listed. The above structure is the minimum required to meet the course objectives. The professors are instructed to notify students of course changes.

COURSE POLICIES

Your professor will post their policies in "Meet Your Professor"

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the Student Code of Conduct Section 6. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the Academic Integrity Policies pg. 37 for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

For use in courses with online exchanges among students and the instructor, but NOT persons outside the course:
Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online

discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

For use in courses where student information may be accessible to persons beyond the instructor and students in the course:
This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent form allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want to sign the consent form, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Students are responsible for reviewing the University of Mount Olive Policies which pertains to their course rights and responsibilities:
> [Technology Services and Support Policy](#)
> [Code of Student Conduct](#)
> [Addressing Student Complaints](#)

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Accessibility at (919) 658-7750 or studentaccessibility@umo.edu for assistance.

Student Resources and Support
For additional informational on the University Catalog, Academic Calendar, or Academic Support Services available for free to UMO students, please see links available on the right side of your course Moodle shell.

Student Privacy Policies

Student's expectations of privacy can be found in the [UMO Catalog](#).

COURSE EVALUATIONS

SmartEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online. Each semester students' responses are compiled into a SmartEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion files, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential. Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions.

SYLLABUS MODIFICATION STATEMENT

Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus, minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.

Appendix A

All assignments are due on the dates given in order for the instructor to provide feedback to the student on that week's assignment. While the student may decide to forego feedback and not submit weekly assignments, it is not advisable, and the student must notify the instructor in writing that s/he is knowingly making that choice for the purpose of attendance. There are no substantive points awarded for submission, but procedural points will be deducted for failure to submit and, more importantly, the student forfeits feedback. While it is the instructor's discretion to accept or reject late work for feedback, students should be mindful that the deadlines are to facilitate progress and no other due dates will be delayed. No assignment will be accepted after the end of the final class session. The entirety of the student's final grade is based off the completed paper considered in concert with the power point presentation..

I. Project Description

The instructor and students will discuss the contents and requirements as listed in the project description. Note that there is actually nothing new in this project as everything has been covered in previous coursework, albeit separately. This project simply requires students to apply the knowledge they have gained from scratch using a topic of their own choosing. Students must read the project description on the course page and pose questions on the discussion forum. Students should also reference their Methods text and take notes on the various concepts for use in the final project. In fact, it would be prudent to write down definitions and concepts as cited in the text in preparation for writing the final paper. Failure to engage and ask questions will result in confusion as the student works on the varied and specific aspects of the project. Students should begin to consider the topical area of inquiry they wish to pursue only after discussion of the research project requirements. It is important to be mindful of the fact that the

topic ultimately chosen must allow coverage of all of the required aspects discussed in the project description.

II. Power Point Exemplar

In the second week, the instructor and students will discuss the power point exemplar on the course page wherein a sample research proposal is outlined and operationalized. Students should actually be familiar with this format not only from the project description but also from the fact that all empirical (research based) journal articles employ a similar formula. Students must read through the power point and make notes to ask the instructor and colleagues to better understand what is expected in the students' individual projects. Failure to engage will cause the student to be much less prepared to complete the project. It is important to note that while all projects will require fulfillment of the various stages of the research process, each topic of inquiry differs and thus will necessitate some variation of the aspects revealed in the exemplar. Upon completion of this exercise, students should be in a position to narrow down the area of interest and develop a more specific topic of inquiry for application in the course.

III. Topic Identification and Research Problem

The student must identify a workable topic upon which s/he can develop the requisite elements in the research process as described in the project overview and description. The power point slide posted on the course page may be of assistance as it provides a draft of a proposed project that the instructor uses as an exemplar of a draft project. The topic must be broad enough to contain several independent and dependent variables, yet not too broad that it does not lend itself to social science research. The variables may not all be dichotomous as it is necessary to run more than descriptive statistics. In other words, "Wearing a seatbelt (yes/no) results in less injuries (yes/no)", would not be sufficient. All topics must be approved by the instructor. The fact that the student may have used a topic in Research Methods or Data Analysis does not mean that the topic will be acceptable to the instructor.

The selected topic must also have some criminological or sociological significance making it important enough to research and, thus, must not be of a banal nature (unimportant) or a topic that has been sufficiently researched in the extant literature (nothing new to learn). Topics must be formally submitted only after coverage of the power point exemplar and student engagement on the discussion forum in Week 2. The topics must be posted on the discussion board and tentatively "okay'd" by the instructor prior to being submitted as an assignment on the designated thread. In addition to identifying the topic, the student MUST explain the problem s/he seeks to address in the form of a research statement and submit his/her proposal via the designated thread in .doc or .docx word format. In other words, the student must identify the gap in the existing research that s/he desires to investigate and state why it is important. Once submitted, make sure to review the instructor's feedback and make any necessary revisions prior to moving forward in the process. Title the file with the following information: Last Name and First Initial, CJC 496 SRP Research Topic[.doc(x)].

IV.Annotated Bibliography

Research the extant literature on the topic and write an annotated bibliography consisting of no less than fifteen (15) articles from academic journals and texts. The student may also include additional sources from reliable internet sites, magazines and news articles to reveal the currency of the topic but note that this information should not be considered as substantive. This exercise is intended to make sure the students reference appropriate sources and should prove very helpful in the organizing and writing of the literature review. The annotated bibliography should consist of the (1) source properly cited in APA format, (2) a brief recitation of the theme of the article, (3) methodology employed in the research if applicable, (4) a statement on how the article applies to the proposed research study, (5) identification of any relevant independent and dependent variables, and (6) a specific quote relevant to the present study. Check to verify that the annotated bibliography is formatted properly per APA style and that there are no grammatical, structural, or citation errors. Students should consider submitting no more than three articles on the discussion board for review by the instructor prior to completing the entire bibliography. Submit via designated Moodle thread and make revisions as suggested by the instructor. Place on the subject line the following information: Last Name and First Initial, CJC 496 Annotated Bibliography.

V. Literature Review and Problem Statement

This part of the process should be very familiar to students as they have been required to write literature reviews in several courses as part of final papers. This literature review is different in that it does not end with commentary on the findings in the various articles but rather leads up to the statement of the research problem to be addressed in the project. Construct a 10 page (minimum) literature review from the journal articles and additional sources in APA format. Omit any abstracted articles from the annotated bibliography that are not relevant and include additional articles from your continuing review of the literature on the topic. There are to be no less than 15 academic articles referenced in the paper. The literature review should be written in a logical and coherent manner leading to the problem statement. It is not sufficient to merely address one article after another as they must be integrated in a logical and flowing manner, using transition sentences.

Peer-reviewed academic journal articles typically are fashioned the following way: Author(s). (Year). " Short title: Followed by more explanatory subtitle." *Journal Title of Ology/Science/System/Study* (something relevant). Volume #, Pages (usually about 20 in length). The literature review must include the methodology utilized in the study as well as any theory applied or tested in each article. It is important to note that "not all findings are equal" as some methods are better than others based on proper sampling, inclusion and development of relevant variables, and soundness of analysis. Thus, it is important to reference the methodology, sample and analysis prior to stating the findings of the article. In regards to theory, the author(s) of the article either state that it is being applied or test it in the form of hypotheses. Make sure you include this information if it is relevant to explaining the study.

The literature review should start broad, providing background and context for the topic of inquiry, then narrow as it addresses various more specific aspects of the investigation, and lead right to the point where the student has no choice by to state the research problem. For example, "Knowing all of this, it is still necessary to explore such and such for a better understanding of the phenomenon. Thus, I intend to investigate …". The student must clearly articulate the research problem to be explored, its importance, and its implications for the criminal justice system and/or society. Check to verify that the literature review is formatted properly per APA style and that there are no grammatical, structural, or citation errors. Submit via designated Moodle thread and make revisions as suggested by the instructor. Place on the subject line the following information: Last Name and First Initial, CJC 496 Literature Review.

VI. Methodology Section

Fully develop and articulate the methodology for the research project you propose to execute. This requires that the student provide a detailed methods section including all of the elements necessary to conduct a viable research project. Make sure to cite the texts from Methods and Statistics in this section to provide the academic rendering of the concepts and stages of the process. Then, explain the concepts in your own words to reveal student understanding of the components before applying the concepts to your project using specific terms and numbers. We will address this major section of the project in three sections over the course of three weeks. Note that all sections are integrated and fault in one creates fault in all the other sections. THIS section is the major emphasis of this course. We are trying to assess whether or not you can identify a research problem and develop a process by which to investigate it using the tried and true research methods for social sciences. The subsections for this requirement include:

A. (1) The methodology to be employed (quantitative/qualitative/mixed methods/etc.) and reasoning why it is appropriate for your study. Review the types of methodology in your research methods text and figure out which method would be best to carry out the present task. While you may personally prefer one method over another, that does not mean you should choose that method. It is important to choose the method that will best allow you to investigate the phenomenon under consideration and, more importantly, that will permit you to fulfill the requirements of this course. Define the method by citing the text and explain it in your own words. Further, explain why it is appropriate for your particular study (and don't say because it allows you "to fulfill the course requirements").

(2) What are the units of analysis in your study? Define this concept through text citation and explain same in your own words before identifying your units of analysis. This is an important concept because you need to focus with specificity on exactly what you are exploring once you identify your research problem. (3) Define the concept of population via text citation, explain in your own words and then identity the population you seek to examine. Note that there is a broad population from which you will have to narrow in order to be able to develop a workable sample. (4) Review and select sampling techniques in your methods textbook, define and explain in your

own words. Then, select the appropriate sampling technique for your study and detail how you would go about securing your sample for the study.

B. This next section is probably the most difficult as well as the most important. (5) Define and explain hypothesis. Develop three distinct research hypotheses and the corresponding null hypotheses. Make sure you do not merely use different independent variables with the same dependent variable. Make sure the hypotheses are relevant and aim toward the crux of your study. (6) Define and explain the concepts of independent variable and dependent variable. Develop and code at several independent variables and dependent variables. See the power point exemplar for guidance and post variables on the discussion board for commentary prior to submitting as assignment for the week.

(7) Having developed your variables, you should be able to operationalize them (place them in question form). Recall that you are required to place sample of questions in the content of your paper as well as fully develop a research instrument (survey/questionnaire as appendix). It would be wise to have these subject to review on the discussion board prior to submission as an assignment for feedback. (8) Once your instrument is constructed, you will need to figure out how to administer it for data collection. Review your methods text and select and explain the most appropriate method for administration and collection.

C. (9) Having data without any way to analyze it is worthless. Recall your Data Analysis course and textbook and figure out the best way to analyze the type of data you collected. This will require a brief explanation of statistical functions and tests. From that list, you will explain which functions and tests you would use and what kind of information they would produce. Keep in mind that certain types of statistics are relevant to certain types of data. You will most likely always run Frequencies, Modes of Central Tendency, and Correlations as descriptive statistics. Whether you use Chi-Square, T-Tests, ANOVA, and/or Multiple Regression is based on the type of data.

(10) Despite the fact that you will NOT collect any real data or run any actual tests, you will assume the following for the purpose of Statement of Findings: H1R (Research Hypothesis 1) proved valid. For example, Liberals are *more likely* to be Pro-Immigration. "An overwhelming majority (75%) of Liberals either Agreed or Strongly Agreed that there should be no border wall, compared to only 4% of Conservatives who Agreed or Strongly Agreed with the statement." (Of course, you should use more than mere frequencies.) "Thus, we reject the Null Hypothesis (no difference between liberals and conservatives) and accept the Research Hypothesis. Follow by assuming that H2R was invalid and H3R was valid in part and invalidated in part.

(11) All research has methodological limitations. Often, these are based on sampling and/or the exclusion of relevant variables. In this section, clearly state the limitations of your proposed study on those issues as well as any additional considerations germane to you particular study. (12) Policy implications are the ultimate goal of any good research. If there are no implications

from you findings, then it was likely not worth pursuing from the outset. Recommendations for future research should state how you or other researchers should proceed in examining this phenomenon further. For instance, you may suggest that the sample be expanded for greater generalization, that additional variables be considered, etc.

This section should be approximately 5 or more pages in length. Check to verify that the methods section is formatted properly per APA style and that there are no grammatical, structural, or citation errors. Submit via designated Moodle thread and make revisions as suggested by the instructor. Place on the subject line the following information: Last Name and First Initial, CJC 496 Methods Section.

VII. PowerPoint Presentation

Using a maximum of 15-slides with annotation at the bottom of each slide, prepare a Senior Research Project presentation for review by your colleagues and post on the discussion board. Cover each of the major components of the process as defined in this project description. Do not spend too much time on the literature review but rather provide just enough content so the readers can understand the topic under examination. The presentation should cover the following sections: Title Page; Summary of Topic; Minimal Lit Review; Research Problem; Proposed Methodology (I, II, III); Policy Implications. Students should comment on at least two other presentations. The final version, after editing based on commentary, is to be submitted on the designated assignment thread for assessment by the instructor. Place on the subject line the following information: Last Name and First Initial, CJC 496 Power Point Presentation.

VIII.Final Paper

The final research project requires that the student provide the entire project as listed in the senior research project description explained above for review and assessment. The student must show that s/he has taken all of the commentary, discussion posts, emails and feedback from the instructor into account in drafting the final paper. In addition to the literature review and methods section, the student must include all of the remaining elements of the project including references and appendices (survey and forms). This version is subject to final assessment and final grade without the opportunity for any additional feedback from the instructor or editing by the student. Check to verify that the paper is formatted properly per APA style and that there are no grammatical, structural, or citation errors. Submit via designated Moodle thread. Place on the subject line the following information: Last Name and First Initial, CJC 496 Final Paper.

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Appendix B: Project Thesis Title Page Sample

[Do not include this appendix line on your title page.]

[Insert Title]

Project Thesis
Presented to the Faculty of the University of Mount Olive
School of Arts & Sciences
In Partial Fulfillment of the Requirements for the Degree of Bachelor of Science in
Criminal Justice, Criminology & Sociology

By
[Insert Name]
[Insert Project Thesis Completion Date]
University of Mount Olive [Campus Attended]

Approved by⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯Date

CJC/SOC 496 Instructor: [Type Name]

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CJC/SOC 496 Instructor: [Type Name]

Appendix C: Table of Contents

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Appendix D: Rubric for Written and Presentation Assignments

Student Name: _____
Instructor:_____
Course Prefix   Number   and   Location:_____
Name of Assignment:_____Date submitted: _____

Grading	Writing Skills	Content

	CJC Student Must Demonstrate:	CJC Student Must Demonstrate:
Clearly Superior in all areas 90 to 10 percent	**A well-developed focus, thorough points of development, and a logical pattern of organization of ideas and concepts resulting from the issued textbook and outside sources, and reveals conceptual knowledge and use of basic standard English.**	**A well organized project that presents a clear introduction, body, and conclusion. The paper must contain all components required of APA format as well as include any section headings provided in the assignment description.**
Competent in all areas of evaluation plus superior work in some areas 80 to 89 percent		**The introduction states the purpose of the paper and gives an overview of and/or background on the problem or issue addressed in the paper.**
Competent in all areas of evaluation 70 to 79 percent	**Basic Standard English** • **Correct Grammar** • **Correct Spelling** • **Proper Word Usage** • **Academic Vocabulary** • **Sentence Structure** • **Transitional Sentences** • **Use of Active Voice**	**The body of the project addresses the problem(s) or issue(s) through a logical development of thought (critical analysis) covering all required elements of the assignment.**
Some area of competence with clear evidence of some problems 60 to 69 percent		**Paragraphs are linked through use of transitional sentences and the substance of the content follows a logical and cohesive order throughout the paper.**
Not acceptable 59 percent/below	**Technical** • **Proper use of APA Format** • **Cover Page** • **Section Headings** • **In-Text Citations** • **References**	**The conclusion of the project gives a summary of the main points presented in the paper, states the writer's substantiated position and recommendations based on the research findings.**
Weighted Score	**Overall Writing Score: 30%**	**Overall Content Score: 70%**

Instructor Comments:

Accommodations and Student Accessibility

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Accessibility at (919) 658-
7750,
https://myumo.moc.edu/learningcommons/studentaccessibility/Pages/default.aspx.,   or studentaccessibility@umo.edu for assistance.

Student Privacy Policies

Student's expectations of privacy can be found at:
https://myumo.moc.edu/academic/umocatalog/Documents/2018-2019%20UMO%20Undergraduate%20Catalog%20(Addendum%201-28-2019).pdf

Vendor Accessibility Statement

Microsoft Software is property owned and controlled by Microsoft. Student are bound under any user agreements with that company. The University of Mount Olive is not responsible for any damages or information breaches by Microsoft.