

**SUNY OSWEGO
SEMINAR IN PUBLIC JUSTICE
PBJ 401.020 Spring 2008**

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Tuesday and Thursday 2:05-3:40

Office Hours:

Mon. 1-3

Tues. 4-5

Thurs. 4-5

By appointment

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This course is designed to tie together your intellectual, theoretical, and practical experience with the public justice system. At the conclusion, you should have a more complete understanding of the public justice system and your role within it.

The course will focus on the persons involved in public justice, including but not limited to politicians, policy planners, employees, defendants, victims and the general public. Each person involved in the public justice system brings prior experiences and beliefs with them. These prior encounters color their interpretation of their current experiences.

To really understand the internal functioning and the impact of the public justice system, you must have an understanding of the diverse points of view of all the participants. Differing goals and expectations will influence each participant's evaluation of their experience.

At any given time, a person may occupy more than one role within the public justice system. She or he may be an employee in one agency and an applicant for service in another. A taxpayer may view an agency's expenditures differently when he or she sees an agency as focusing on "those people" and when that person needs the agency's service. It is no wonder that our public justice agencies are viewed with such ambivalence, since they are seen through so many different lenses.

COURSE REQUIREMENTS

Each student is responsible for a brief current events oral commentary, a research paper, seven presentation evaluations, and a well prepared oral presentation which will enhance both your own and your classmates' understanding of the public justice system.

There are a wide variety of foci from which to choose for your paper and presentation, including, but not limited to, problems such as drug abuse, juvenile delinquency, or child abuse. Or you might choose one program, such as a specific victim assistance project, and look at the goals of the people developing, implementing, and using this program. Do their differing expectations lead to a smoothly coordinated, successful program or to such contradictory expectations that the program is doomed to failure from the beginning? You might view the differing goals brought to our prisons by the public, victims, prisoners, counselors and administrators. Can any prison meet all these needs? Or you might look at the expectations of different employees in any one agency. How do these expectations influence their ability to work together? Lawyers, administrators, and clerical staff may have different reasons for working in a subsidized legal agency. How does this influence programming, funding and service?

REQUIRED TEXT

Hacker, Diana, 2003, *A Writer's Reference*, New York: St. Martin's Press (Bedford Books); Gibaldi, J. and W.S. Achtert. *MLA Handbook for Writers of Research Papers*, New York: Modern Language Association of America **OR** another standard writing manual such as the *Chicago Manual of Style* or the American Psychological Association's *Publication Manual*. You must use a consistent style throughout your paper and presentation and paper bibliographies.

Since there will be only minimal daily assignments, it is expected that you will spend several hours before each class working on your research paper and oral presentation. Work left until the deadline becomes overwhelming and your last minute effort is generally reflected in both the quality of your work and in your grade.

CURRENT EVENTS COMMENTARY

During the class period before your formal presentation, each member of the class will briefly summarize (not read) a current events article drawn from a daily newspaper relating to an aspect of your presentation. The commentator should then be prepared to moderate while the rest of the class offers additional comments on the topic. Please hand in the article or a copy of the article with your name attached at the end of class. (Hint: *The New York Times* is available in the library and gives clear, thoughtful discussion on most topics.) (Your news presentation date must precede the date of your oral presentation.)

THE RESEARCH PAPER

You may choose a topic related to any aspect of public justice for your research paper. Some of you may draw on material from your practicum experience to focus and narrow your topic. This paper is not to be based on your experience, but should be centered on scholarly material drawn from current journals and books. While fine wine may age well, old research sources may no longer be relevant. Journal articles may focus more specifically on your topic than books, so the use of journals is strongly recommended. You may gather scholarly material from Westlaw, Lexis-Nexis, or other scholarly databases. Wikipedia and most websites are NOT acceptable sources. See me if you have questions about specific sites and sources.

In the introduction you should describe your topic and the purpose of your paper in the first paragraph. What are the point or points you plan to make in your paper? In your conclusion you should elucidate the ideas that you have derived from your research material. The conclusion is not a summary of the work of others. In your research paper you draw on the work of others to convince the reader that your own conclusions are sound. The conclusion is uniquely yours and should demonstrate the thoughtful integration of the ideas you have discovered in your research and reading. (Be careful to avoid writing an editorial which will not be accepted as a research paper.)

You are expected to draw on at least 8 scholarly articles which contribute to and are cited correctly in the body of your paper. Citations should meet the standards in your writing manual. Except in very rare instances when you are citing a broad idea, **YOU WILL NEED TO INCLUDE THE SPECIFIC PAGE OR PAGES FROM WHICH YOUR QUOTATION OR IDEA IS DERIVED, WHETHER OR NOT YOUR MANUAL REQUIRES PAGE NUMBERS.**

Additionally, one section of your paper should compare the material from your scholarly articles with the material and attitudes reflected in at least one newspaper article and one

magazine article on the same topic as your research paper. Explain the ways in which the material, opinions, goals, and attitudes in the scholarly and popular material differ. Add these sources in your bibliography and attach copies of the articles to your paper.

The research paper is expected to be 15 to 20 pages in length, not including the title page, bibliography or any additional material you choose to include. You are required to hand in both a first draft and a final edition of your paper. The First Draft is NOT a Rough Draft. It is to be the best paper you can produce at the time it is due. It will be returned to you with comments and suggestions for your final edition. Since this course also fulfills a writing requirement, this first draft is mandatory. There will be NO exceptions.

Both the first draft and final copies of this paper are to be typed or word processed in dark print. (Be certain to keep two copies of your paper in a computer format: one copy on the hard drive of your computer and the other on a floppy or other format. If you are using a computer from the computer lab, you should have two copies on two disks. Every semester a computer “eats” someone’s disk and paper.)

Papers should be double-spaced with correct English usage and spelling. It is expected that you will write and re-write until you have a well written document which says exactly what you intend without errors or padding. Both writing style and content will be considered in your grade. The Writing Center is available for writing assistance.

PUBLIC JUSTICE DEPARTMENT RESEARCH PAPER GUIDELINES

Assignments submitted by Public Justice students, and all other students taking public justice courses, must adhere to the Research Paper requirements. Following these guidelines will ensure that the paper meets the minimum standards required by the Department, regardless of the public justice course involved. Draft papers must also conform to these guidelines. Please note that these are minimum requirements. The Public Justice professor may include additional requirements. The Research Paper Guidelines can be found at

http://www.oswego.edu/academics/colleges_and_departments/departments/public_justice/resources/Paper_Requirements.pdf .

Each student should make a copy for his or her use. A writing rubric which is used in grading is also available on the Public Justice Department website under *Resources for Current Students*.

Assignments will be collected at the beginning of class on the day they are due. Late assignments will be penalized unless we have previously discussed extenuating circumstances.

INTELLECTUAL INTEGRITY

It is anticipated that all students will present their own work and that all quotations and ideas borrowed from others will be properly cited. Whenever you are taking an idea directly from an author, you should cite the author and page in your paper. Any words taken from another source should be in quotes or indented according to the standards in your writing manual and should be cited properly. Any material not properly cited will be considered to be plagiarism (theft of another's work) and may result in failure of the course and/or paper. You should use direct quotes rarely, and only when you cannot put the author’s ideas in your own words. The source of these ideas must be properly cited.

ACADEMIC DISHONESTY WILL NOT BE TOLERATED.

The College Policy on Cheating and Plagiarism applies to all assignments in this course. You should familiarize yourself with that policy, which is reproduced in the College Catalogue. If it is determined that

you have cheated or plagiarized on an assignment or exam in this course, the professor reserves the right to assign a grade of E for that assignment or exam, or a grade of E for the course, depending on the circumstances.

"Intellectual integrity on the part of all students is basic to individual growth and development through college course work. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development are impeded. For these reasons, any form of intellectual dishonesty is a serious concern and is therefore prohibited."

http://www.oswego.edu/administration/registrar/policy_text.html#cpii

Academic Integrity Assignment: To help you understand the principles of academic integrity and honesty, everyone is required to complete the brief tutorial at <http://www.oswego.edu/library/instruction/plagtut/index.html>. You should then write at least 1 1/2 pages indicating three points from the tutorial about plagiarism that were either new to you or that you find are most important. Cheating, plagiarism, and any form of intellectual dishonesty will be dealt with very strongly. Ignorance is not an excuse. (Also, see the College Catalog, pages 166-167, sections of the Student Handbook and the Oswego.edu website.) This paper is due on February 14.

A library tour has been arranged during class. This tour will help you locate material for your paper and class presentation and can focus on any problems you may be having in your research. Attendance is mandatory, as is completion of any library work sheets.

THE ORAL PRESENTATION

Every student is responsible for a class length oral presentation. Your oral presentation may be on one aspect of your research paper or it may differ completely. (If your research paper is on a topic similar to your oral presentation, the paper **MUST** differ and be in much greater depth. If you fail to do so, your grade will be drastically reduced.) Most students find that it is more interesting and safer to use two completely different topics. Your goal is to broaden both your own knowledge and that of your classmates. You will sign up for a presentation date during the second week of class.

While I have not limited your choice of topics, I reserve the right to redirect your focus. This may occur if your topic is too broad, if several students have selected the same topic, or if these are topics which I feel should be covered that have been ignored.

Unless special arrangements are made well in advance, you will have one class period, approximately one hour and 10 minutes for your presentation. You may use speakers, films, videos or some other special feature if you choose. These should not exceed a total of 15 minutes in length. Use these special features only if they **add** to your presentation and are directly on your topic. Otherwise these features draw your audience away from your issues and detract from the quality of your presentation. You may also use role playing, small group discussions, a survey, quizzes, or some other type of special format to involve your classmates. An important goal is to involve your classmates in your presentation so they also learn from your presentation.

Some students find that providing a brief outline to the entire class helps to keep the audience focused. Others use an introductory oral or written quiz to help involve their classmates. You may give the class any handouts you desire, but be certain that they will not distract your audience, drawing the attention of the class away from you and your material.

This is your presentation and I anticipate that it will reflect your research and organization. It is expected that you will offer a basic introduction to your topic and then move to more specific detail that will reveal the special knowledge that you have gained in your study. You should have as your goal to stimulate the thinking of the audience, your classmates. We will discuss this assignment in more depth during class.

Seventy minutes sounds like a long time, but most students find that it is barely sufficient to get their points across. Use the time wisely and plan your presentation well in advance. Your grade will be lowered if you do not have sufficient time to complete your presentation or deliver a very brief presentation.

Each speaker is REQUIRED to hand in two copies of an outline and annotated bibliography AT LEAST TWO WEEKS PRIOR TO THEIR PRESENTATION DATE. You should then plan to meet with me to discuss your presentation within a few days of handing in your outline, so you will have sufficient time to make any necessary adjustments.

You will receive a written response to your presentation. This evaluation will include both my positive comments and suggestions for improving your presentation style or organization in the future, as well as a summary of the responses and suggestions of your classmates. I will pass on class comments anonymously. Your grade will be based solely upon my evaluation, according to the criteria on the evaluation form passed out in class.

You may use an overhead projector, a dvd or vhs player, or PowerPoint to make your presentation more interesting. Be certain that any outlines you project present just the main points of your presentation. You should not be reading directly from any of these projections.

CLASS PARTICIPATION

You are expected to attend every class. Attendance will be taken and more than two absences will result in a reduction in your grade. You will be graded on your contribution to class discussion.

In addition you are expected to produce a two page TYPED evaluation of seven of the presentations of your classmates. Include only a very brief summary of what you gained from this presentation or might have gained if it had been done differently. Since I have also heard the presentation, I do not need a lengthy summary of the material covered. *Most of your effort should focus on what the speaker can do to improve his or her future presentations.* Include an evaluation of the quality of the preparation, method, organization and interest of the presentation. These typed evaluations are due at the beginning of the class following the presentation, so I can include your anonymous comments in the summary of class responses given to each speaker. Evaluations which are handed in late will not count toward the required seven evaluations. Since I complete my grading prior to reading your evaluations, your evaluation will not influence your fellow students' presentation grades, but your comments should help your peers to improve their future presentations.

RETENTION OF GRADED MATERIALS

Education requires evaluation, of an individual student's performance, as well as the performance of an academic program as a whole. Work you submit for grading in this course may be retained by the Department in order to assess the quality of curriculum we offer to students of Public Justice.

CELL PHONE POLICY

Cell phones must be turned off during class. There will be **NO** text messaging. Cell phones will be relinquished to the professor while students take exams if found to be in use.

DISABILITY SERVICES

If you have a disabling condition which may interfere with your ability to successfully complete this course, please contact the Office of Disability Services.

SCHEDULE OF ASSIGNMENTS

- January 29** Sign up for class presentation dates
- January 31** Hand in a one page summary of your presentation topic.
- February 7** Hand in a one page summary of the topic for your research paper.
- February 14** Hand in your response to the Academic Integrity tutorial as outlined above.
- February 28** Hand in two copies of both your outline for your research paper and annotated bibliography including at least 8 scholarly items, along with 2 items from more popular sources. One copy of each will be returned to you with my comments.
- April 3** Hand in the first draft of your research paper with an updated bibliography.
- May 8** The final draft of your paper is due. **YOUR FIRST DRAFT MUST ACCOMPANY YOUR FINAL PAPER.**

FINAL GRADE

Class participation including attendance, activity in class, current events	10%
Written evaluations of class presentations	10%
Oral presentation	40%
First draft of paper, outline, and annotated bibliography	15%
Final Paper	25%

Do not hesitate to talk to me during office hours or call to arrange an appointment during a different time to discuss your ideas or any difficulties you may be experiencing with this course. Give us enough time to work things out. There is little I can do for a student who comes in just before an assignment is due.

TENTATIVE COURSE SCHEDULE

- January 24** Course Introduction
- January 29** Effective Oral Presentations

Sign up for presentation dates

January 31	Effective Oral Presentations <u>One page summary of your presentation topic due</u>
February 5	Writing a Research Paper
February 7	<u>Library Workshop</u> <u>One page summary of your paper topic due</u>
February 12	Writing a Research Paper: Designing a Bibliography
February 14	Do's and Don'ts for Presenters <u>Academic Integrity tutorial response is due</u>
February 19	<u>Library Workshop</u>
February 21	<u>Career Center Workshop: Campus Center</u>
February 26	Oral Presentation
February 28	Oral Presentation <u>Two copies of outline and annotated bibliography for research paper due</u>
March 4	Oral Presentation
March 6	Oral Presentation
March 11	Oral Presentation
March 13	Oral Presentation
March 18	Oral Presentation
March 20 - 30	*** Spring Break and Spring Recess ***
April 1	Oral Presentation
April 3	Oral Presentation <u>First draft of research paper due with updated bibliography</u>
April 8	Oral Presentation
April 10	Oral Presentation
April 15	Oral Presentation
April 17	Oral Presentation

April 22	Oral Presentation
April 24	Oral Presentation
April 29	Oral Presentation
May 1	Oral Presentation
May 6	Your Future in the Public Justice System
May 8	<u>Thursday, May 8th, FINAL PAPER DUE</u> <u>YOU MUST RETURN YOUR FIRST DRAFT WITH YOUR FINAL PAPER</u>