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Approval Form

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MAY 15 1996
2105-469
ATTORNEY GENERAL'S

Proposal Title: Seminar in Law/Justice (WI)

Sponsor(s) Wanda D. Foglia Dept.: Law/Justice Ext. 3535

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change
(please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input type="checkbox"/> Approved _____ Date</p> <p><input type="checkbox"/> Not Approved <u>[Signature]</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p>_____ Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>6251141111111111</u> <u>95-96-111</u></p> <p>Proposal Received <u>2-15-96</u> Date</p> <p>_____ SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>4/2/96</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments: TYP-3</p> <p><u>[Signature]</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 5/5/96 [Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing _____ Date Approved by Senate Curriculum Committee _____ Date

Returned to sponsor(s) for the following reasons:

MAY 7

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Step 6 (Senate)

Presented to Senate 10-23-96 Approved Not Approved

Notification to Executive Vice-President/Provost _____ Date [Signature]
Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 10/31/96
Date

Approved Yes No


If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours _____

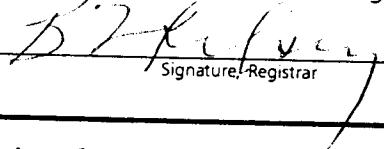
Official copy and approval sheet filed _____
Date


Signature, Executive Vice-President/Provost

Registrar

Approved course description received 14 Mar 97
Date

Hegis Taxonomy and Course Number assigned 2105-469


Signature, Registrar

14 Mar 97
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

A. COURSE PROPOSAL

1. Details:

- a. Course Title: Seminar in Law/Justice (WI)
- b. Sponsor: Wanda D. Foglia
Department: Law/Justice
- c. Credit Hours: Three (3)
- d. Course Level: Undergraduate Senior Level - This course should be numbered on the 400 level and designated as Writing Intensive. It will need a different Hegis number to distinguish it from the Seminar in Law/Justice that is not offered as Writing Intensive.
- e. Curricular Effect: Alternative means of fulfilling a major requirement - Students are currently required to take a seminar in whichever of the four banks they have chosen for their area of specialization, and this course would be offered as a Writing Intensive alternative that students in any of the banks could use to satisfy their seminar requirement.
- f. Prerequisites: Composition I and II, and all required 100 and 200 level courses within the major.
- g. Suggested Time for Implementation: Spring 1997
- h. Adequacy of Present Staff/Resources: Course can be taught with existing staff and resources.

2. Rationale:

The Seminar in Law/Justice (WI) will provide a capstone experience for Law/Justice majors that focusses on the criminal justice system as a whole, and an opportunity for students to enhance their ability to write effectively in their field. We need this alternative to enable our approximately 450 majors to fulfill both the department's senior seminar requirement and the school's writing intensive requirement within their major.

Currently Law/Justice majors must take a seminar during their senior year in whichever of the four banks they have chosen as their specialization (Police, Courts/Law, Corrections, or Social Justice). By the time they take the seminar, students have completed the lower level required courses providing a basic understanding of the components of the criminal justice system, and are now ready to examine some of the more difficult issues in depth. A comprehensive Seminar in Law/Justice will allow a more wholistic approach to issues and interaction among students with different specializations. It will also be helpful to have a course that any student can use to satisfy the seminar requirement, as it is not always possible to offer all four seminars every semester and class size must be limited in such a course.

Law/Justice majors will be exposed to the scholarly work in our field, which can provide examples and ideas for their own writing. A Seminar in Law/Justice (WI) would enable majors to satisfy their writing intensive requirement in a course that concentrates on writing relevant to their field.

3. Essence of the Course:

a. Objectives of the Course: The Seminar in Law/Justice will provide students with a general familiarity with some of the important scholarly work that has been done on the criminal justice process, an in-depth understanding of a specific topic relating to their individual interests, and an opportunity to improve their writing skills in assignments relating to their field. Specifically, a student who has completed this course should have learned:

(i) how to critically examine what influential and/or respected people have published about important issues in Law and Justice;

(ii) how to find information about these issues in the library (especially through use of computerized indices);

(iii) how to integrate and express what they have learned orally in class discussions and individual presentations;

(iv) how to listen actively and respond rationally to classmates with diverse perspectives; and

(v) how to integrate and express this information in writing in both short memos and a research paper on an approved topic relating to their individual interests.

b. Topical Outline/Content: The Seminar in Law/Justice will focus on the following topics, which are not normally covered in depth in the lower level courses. The regular emphasis to be placed on the writing process is described in the attached syllabus with the relevant portions underlined.

(i) Components of Justice: Distributive, Corrective, and Commutative

(ii) Changes in Policing corresponding to Changing Views of the Police Function

(iii) Human Relations both Within Police Departments and between Departments and the Community

(iv) Balancing Crime Control and Due Process

(v) Issues Relating to Bail and Pretrial Detention

- (vi) The Function of Criminal Law
- (vii) The Trial and Sentencing Process
- (viii) The Punishment Continuum
- (ix) The Purpose of "Punishment"
- (x) The Potential for (Re)habilitation
- (xi) Race and Social Justice
- (xii) Crime Prevention

c. Evaluation and Grading Procedures: Students will be evaluated on their participation in class discussions, oral presentations, short writing assignments, research paper, and final examination on essential elements of assigned readings and student presentations.

d. Course Evaluation: This seminar will be evaluated each time it is offered based on the student instructional reports. In addition, during the first several years there will be peer evaluations through which other Law/Justice faculty can observe how the seminar is conducted and provide feedback to the instructor.

4. Results of Consultations. The entire Law/Justice faculty agreed that the Seminar in Law/Justice (WI) should be offered as an alternative for fulfilling the seminar and writing intensive requirements.

5 & 6. A copy of the syllabus demonstrating why this course should be considered writing intensive and the Catalog Description are attached.

ROWAN COLLEGE OF NEW JERSEY
DEPARTMENT OF LAW/JUSTICE
SEMINAR IN LAW/JUSTICE

COURSE DESCRIPTION:

This seminar will provide (1) a general familiarity with important literature in the area of law and justice, and (2) an in-depth understanding of a specific issue used as the topic for the student's research paper. As a Writing Intensive Course, the Seminar will attempt to enhance the individual student's ability to express ideas in writing, both through exposure to the writings of respected scholars and practice writing and rewriting their own assignments. Much of the work done in this course will relate directly to the development of the research paper. Students will choose the topic for their research papers, subject to the professor's approval. Assigned readings that relate to an individual's topic should be included in his or her paper, as these readings represent the best of what has been written on what are considered the most important issues in the field. Students also will be expected to read assigned articles that are not directly relevant to their individual papers, because this work will provide at least a general understanding of key issues.

COURSE REQUIREMENTS:

Class Participation

Memo Comparing and Contrasting Sources

Sentence Outline of Research Paper

In-Class Assignments

Five-Minute Oral Presentation on Research Paper

Research Paper

Final

Class Participation:

Students are expected to read the assignments before the class in which they will be discussed, and come prepared to ask questions, answer questions, and make comments. Numerous unexcused absences will result in a loss of points for class participation as participation requires attendance, at the least.

Memo Comparing and Contrasting Sources:

Students will write a two to three page memo comparing and contrasting two sources that they plan to use in their research papers. The articles should be from scholarly journals or respected periodicals (newspaper articles are usually not appropriate).

Sentence Outline of Research Paper:

An outline of the research paper must be submitted by each student. Each heading and subheading must be described using complete sentences.

In-Class Assignments:

During the semester there will be five, short, in-class writing assignments relating to the previous week's discussion, the readings assigned for that day, or progress on the research papers. At the end of the semester, each student must submit the five assignments, but these writings will not be marked. The student will choose which assignment he or she wants to develop into a one to two page essay that will be graded.

Research Paper & Paper Presentation:

Each student will write an eight to ten page research paper on a topic relating to his or her specific interest in the law/justice field. Topics must be approved by the professor, and there must be at least seven references used in this paper. Assigned readings may be used, but a minimum of four other sources must be included.

Drafts of the research paper must be brought to class on the designated date, and students will exchange papers and give each other feedback. The professor will not mark these drafts, but will check to see that they are done and that there are no major problems with the overall organization. The draft with the other student's comments and the sentence outline must be resubmitted with the final paper.

Each student will give a short (five minute maximum) presentation to the class summarizing his or her paper during the last month of class.

Class Procedures:

The final will test the students' understanding of assigned readings, class discussions, and paper presentations. No texts or photocopied materials will be permitted, but students will be allowed to use their notebooks while taking the test.

Late submissions or make-up tests will **NOT** be permitted unless instructor's permission is obtained before the scheduled date.

Any assignment that includes plagiarism (using ideas of another without citing source or copying anything word for word without using quotations) will be given a zero with **no chance** to resubmit for a grade. Anything not written in acceptable English (not writing in complete sentences or making fundamental errors in grammar) must be rewritten before it is graded.

6. Catalogue Description:

Seminar in Law/Justice

This seminar will cover topics relating to how law and justice are put into practice by the police, courts, and corrections system. Important issues affecting society and the criminal justice system as a whole will be examined in depth. Students will be expected to read scholarly work exploring these issues; participate in class discussions; conduct library research; write short, informal memos and a senior level research paper; present oral reports on their research; and demonstrate their understanding of assigned readings and the research reported by classmates in a final examination.

MEMORANDUM

TO: Ron Czochor

FROM: Wanda Foglia

DATE: February 7, 1996

RE: Seminar in Law/Justice (WI)

Attached is my Course Proposal for the Seminar in Law/Justice (WI) which we discussed last semester. The disk includes two Word Perfect 6.0 files with the proposal (semlawj.app) and the syllabus and catalog description (semlawj.syl).

Thank you for your help, and please let me know if I need to do anything else at this time.