California State University, Sacramento
Division of Criminal Justice
Guide for Part-Time Faculty
Fall 2013
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Overview of Division and Program

The Division of Criminal Justice has approximately 1800 undergraduate majors and 50 graduate students. We are a criminal justice program combining criminology, law, and management education with a focus on the components of the justice system and limited offerings in applied areas such as investigations. We offer both a BS and MS in criminal justice, and a minor in forensic investigation (open to chemistry and biology majors only). The Chancellor’s Office of the California State University has granted the Division of Justice impaction status for its undergraduate program effective fall 2012. New applicants, including transfer students, must be admitted to the University prior to applying to the major. Admission criteria are subject to change, depending on demand for the major. For more information about impaction, as it relates to students, please visit our impaction web page.

Undergraduate majors must complete the core and 24 (21 if using a catalog earlier than 2008-2010) units of electives. We strongly encourage students to plan a curriculum in conjunction with their assigned advisor as the options in electives provide for a customized individual program.

All majors are assigned an academic advisor. We also have a Criminal Justice Advising Center staffed with a full-time employee that offers assistance to CRJ students and is open every day. Students with curriculum questions should be referred to one of those sources.

Temporary Faculty Application Procedures

The University and the Division accept temporary faculty applications during January and February of every year. A date in early March is designated each year as the cutoff for applications for the following academic year.

Applicants, with the exception of those on continuing three year contracts, must reapply each year to receive consideration. New applicants must submit official transcripts documenting their qualifying degree. The minimum degree requirement is the master’s degree. Applicants for law courses must possess a JD from an ABA accredited law school and have passed the bar examination in one of the 50 states or the District of Columbia. Documentation must be included in the initial application packet. In addition, all applicants must include a current resume or vita, and a listing of the courses for which they are applying. The Division provides a form, available on our website, on which applicants list their desired courses and their qualifications to teach those courses. Applicants are strongly encouraged to focus on those courses for which they have specific qualifications. We do not blanket certify applicants for all courses. We strongly encourage new applicants to provide a general statement of their interests and experience as well as any documentation of prior teaching experience they may wish to include, such as teaching evaluations or class materials.
The Qualifying and Ranking Process

The Division Personnel Committee reviews all applicants and determines which courses they are qualified to teach. This review examines education, professional and teaching experience and prior teaching evaluations over the past five years. Qualified applicants are ranked for individual courses or clusters of like courses. This list is then provided to the Division Chair, who does the actual selection of instructors for each course.

Appointment

Based on the qualified list the chair contacts individuals to determine their availability for specific courses during the following semester. Selection is on the basis of final ranking with certain provisions. Those with three year contracts have priority until their entitlements are fulfilled. Certain other entitlements may be triggered by selecting a temporary faculty member who taught both semesters of the previous academic year. Contracts are not signed until the beginning of the semester and courses may be cancelled for a variety of reasons.

The application packet includes a matrix of class sessions. Applicants are requested to indicate those times when they cannot accept classes. It is the applicant’s responsibility to update this document if circumstances change. Indicating unavailability will be construed as a declination of any course that would normally have been offered to the applicant. The Chair will not contact you to verify your unavailability if you have so indicated.

Administrative Issues

Contracts

Our goal is to have the contract available for your signature the week prior to the beginning of classes each semester. Contact the Division secretary during that week for more information. Make sure your current address, phone number(s) and email address are on file with the Division office.

Office Space, Mail and Email

Part-time faculty members are assigned an office in Solano Hall. Those teaching less than four classes normally share a desk. Personal items must be removed from the office at the end of the semester.

A Sac Link account is your official email on campus. New faculty members must create their Sac Link account to receive a Sac Link username and email account. Go to mysaclink.csus.edu, enter the required information, and click the "Verify your Identity" button. The next page requires you to select a password, answer personal security
questions and agree to the terms and conditions. If you forget your password, you can answer the personal questions to change anytime 24/7. Upon successful completion of this process a screen will appear that will tell you your Sac Link Username and email address. You may want to write it down until it is memorized. Please check your email regularly; a variety of communications are distributed by email. Part-time instructors also have assigned mail boxes across the hall from the Division office. This box should be checked at least weekly.

**Sac Link Account & Course Grading**

All courses are graded online. You will utilize your Sac link account to submit your grades.

Once you possess an account you can grade courses by:
- Going to the University website and clicking on My Sac State located along the top of the webpage.
- Login using your Sac Link Username and password.
- It will default to the faculty page, click on Faculty Center
- Click on course to be graded and follow instructions in the Faculty Grading Manual.

Be sure to grade all sections. Check for Open University students in each section. These are students you have approved taking the class through the College of Continuing Education (CCE) who are not admitted to the university. An Open University student will appear as a separate section in each class.

**One Card, Parking permit, and Keys**

The One Card is Sacramento State’s official photo identification card that serves as your copy card, library card, entrance to the gated faculty/staff Parking Structure I and faculty identification card. Faculty must have an appointment letter or contract to be eligible to receive a Sac State One Card. To receive your One Card, go to the Student Financial Services Center, Lassen Hall Room 1001 to complete an application. You will need to present your appointment letter or contract, your Sac State Employee ID number (provided by the Division secretary or Human Resources) and a valid photo id (driver license, passport or state ID card).

To obtain keys to your office and mailroom, a key request form will be completed and signed by the Division secretary. Once the form is complete, it should be presented to the Facilities Customer service center in person by the faculty member along with One Card. Keys must be returned at the end of the semester.

Parking permits can be obtained at the Student Financial Services Center, Lassen Hall 1001 or at the University Transportation and Parking Services Office located 7667 Folsom Blvd., Folsom Hall.
Teaching

Getting Started

Your course planning should begin by obtaining the latest learning objectives for the course. Learning objectives are updated yearly by the faculty and the Division Assessment and Academic Standards Committee and may have changed from the last time you taught the course. You should consult with the full time faculty teaching the course to determine if the course cohort has decided to standardize the text. In addition, for those teaching courses for the first time, this will provide you with an excellent source of assistance for planning your course. Examine the syllabi available on the Division website before constructing your syllabus. We have provided a sample syllabus as an attachment to this document to assist you in drafting your syllabus (Attachments 2 & 3). Provide the Division office with your syllabus in electronic form, preferably in MS Word, before the beginning of the semester.

Courses must contain an appropriate writing assignment. This does not have to be a research or term paper. Alternatives are reaction papers, short essays, book reviews, annotated bibliographies and journals among others. We strongly recommend that you obtain or develop a grading rubric for your writing assignments (Attachments 4-6) and provide it to the students. There are numerous sources of assistance in planning your course and course materials including other faculty, the Division Chair, the Center for Teaching and Learning and a variety of online sources.

Remember that your class activities and assignments should constantly lead back to the course Learning Objectives. In addition, all courses should focus on expanding critical thinking and improving communications, particularly writing skills, and imparting an ethical component. We do not offer a separate ethics course in our core curriculum. Thus, each course must address ethics where appropriate. As an example, an investigation course can address treatment of victims and witnesses, appropriateness of investigative techniques, investigator integrity and responsibility to reveal exculpatory evidence.

Assessment and Evaluation of Students

Although the Division has no arbitrary targets for grade distribution, we do expect faculty to grade in accordance with University standards. The University catalog defines an A grade as signifying exemplary achievement that in addition to being clearly and significantly above the requirements, was of independent, creative and contributory nature. The B grade signifies superior achievement of course objectives. If your assessment mechanisms result in large clusters of grades in the A and B range or the D and F range, we suggest that you evaluate your assessment instruments and expectations. An effective assessment process should distinguish between those who master the basics of a course and those demonstrating superior or exemplary performance. Likewise, the inability of the majority of the class to satisfactorily meet the course standards raises questions about either the course presentation or the means of assessment. Although essay examinations lend
themselves to this sort of differentiation, objective examinations can also attain this objective by incorporating a mix of complex questions requiring analytical thinking and application of knowledge to situations with basic knowledge questions.

The incomplete or I grade indicates that a student is missing a specific assignment, but has completed all other work at the passing level. This would normally be utilized if a student, who had otherwise performed satisfactorily in the class, failed to turn in a final assignment or missed the final examination and provided you with an acceptable explanation for their action. The Division has forms that should be completed and on file for every Incomplete (I) grade given. These forms specify the requirements for completing the course and establish parameters for the time to meet the requirement. If possible, meet with the student first, then complete the form and obtain the student’s signature on the form, then file it with the office. If the student is not available, complete and file the form in the Division office.

Other Issues

Attendance and Roll

Although you can establish your own attendance policies, those policies should be clearly stated in the syllabus. It has been our experience that the failure to take roll, particularly in lower division courses, encourages students to develop habits of non-attendance that often prove destructive to their academic progress. It is critical that you take attendance early in the semester to establish that all students listed on your roster are attending the class and that all attending the class are registered. Many of our students come from community colleges that automatically drop non-attending students. Failure to drop a course will result in the student receiving an F or WU at the end of the course. Detect and eliminate these problems in the first two weeks. As you expect students to be on time to class, you are expected to set an example by being present and ready to begin at the scheduled class start time.

Missed or Cancelled Classes

If you are ill and unable to teach, please notify the office so the staff can post a notice for the class. You are not authorized to contract with others to cover your classes or to arbitrarily cancel classes. Notify the Chair in writing of any conflicts requiring your absence.

Plagiarism

Plagiarism has become a widespread problem. If a student’s paper seems too good to be true, it likely is. The most common form of plagiarism is the weaving of excerpts from books or the internet into the student’s work with no attribution. Make sure students know what plagiarism is and what your policy is regarding plagiarism. Also familiarize yourself
with University policy on Academic Honesty Policy and Procedures. If you believe you have encountered plagiarized work, seek help from the Division Chair.

The repeated use of the same assignment or allowing students to choose their own topic facilitates academic dishonesty, either in the form of recycled papers or purchased papers. Innovative assignments can prevent many problems.

**Students with Disabilities**

Law and policy requires reasonable accommodation of students with disabilities. If you have questions, contact the Chair or the Office of Services to Students with Disabilities. The most common form of disability encountered is a learning disability. Students who have been tested and found to have such disabilities will have a form specifying the nature of accommodation, which is normally an extended time to take the test at the testing center.

**Final Examinations**

University policy prohibits scheduling examinations during the week prior to finals week unless approved by the Chair and the Dean. Schedule your final examinations at the assigned time period during finals week.

**Personnel Action File and the Evaluation Process**

The Division creates a Personnel Action File (PAF) for every temporary faculty member. We place a copy of your student course evaluations, grade profile and teaching schedule in the file each semester. You are responsible for keeping your PAF current regarding your teaching performance. At a minimum your file should contain current syllabi, class assignments, sample examinations and grading rubrics. Files should be updated at least once per year before the annual evaluation in March. We request that you include a written summary of your activities for the entire year before the file closing date. This summary should particularly focus on any aspects of your performance or student evaluations that you believe require explanation or that should receive special focus or attention by the Committee. You can accomplish this by providing the copies to the office staff and asking that they be placed in your file. Failure to provide adequate documentation of your teaching performance will affect your evaluation and potentially your future qualification and ranking.

The Chair will set a file closing date each year after student evaluations have been returned to the faculty. Materials received after this date will not be considered by the Committee for evaluation.

The Personnel Committee will meet during the spring semester and evaluate all temporary faculty members who have taught during the previous two semesters (the previous spring
semester and previous fall, NOT the current spring semester that this process takes place in). They will consider the course materials provided by the temporary faculty member, the student course evaluations, the temporary faculty member’s grade profile and record of absences and any statement submitted by the temporary faculty member in evaluating the teaching. The Committee will provide the temporary faculty member a written evaluation. The temporary faculty member has ten days to respond to this evaluation, if they wish to respond and have the response placed in the file. The Chair will prepare a separate evaluation using the same criteria as the Committee. Once again, the temporary faculty member has ten days to respond and have their response placed in their file. These evaluations will constitute a portion of the criteria used to qualify and rank applicants for specific courses or course clusters.
Attachment 1

What Did You Put in Your Syllabus?

Use this list as a guide to write or cross-check your syllabus. A syllabus puts in writing your course policies, requirements, tests, and assignments.

1. Your name, title, office number, office telephone, office hours, email, webpage and TA information if applicable.
2. Course by number, section, title, meeting days and times, room and building.
3. Prerequisite(s) for the course.
4. Description of the course (use the course description from the current CSUS catalog).
5. Learning Objectives; these are the objectives specified by the Division for each course, and are available from the Division office. An instructor may set his or her goals for the course but may not call these goals “Learning Objectives”.
6. Required purchases (texts, supplies).
7. Due dates for major assignments; place, date, time of final exam. Explain any test make-ups policies.
8. Topics and assignments to be covered in sequence with dates.
9. Grading criteria.
10. Include how you handle attendance, tardiness.
11. Include how you handle late assignments.
12. Accommodations for students with disabilities:
   Please include the following wording in your syllabus: “If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008 or call them at (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.”
13. Student Tutorial on how not to plagiarize
   [http://library.csus.edu/content2.asp?pageID=353](http://library.csus.edu/content2.asp?pageID=353)
SYLLABUS
CRJ 4, General Investigative Techniques
Fall 2005

Faculty: Dr. William J. Vizzard
Email: Vizzard@csus.edu
Office: Alpine Hall 137
Telephone: 278 5069
Office hours: MWF 09:00 to 10:00 or by appointment

Lecture notes available at: www.hhs.csus.edu/homepages/cj/vizzardw/ Select (Courses)

REQUIRED TEXT:
Charles Swanson, Neil Chamelin and Leonard Territo, Criminal Investigation, 8th Ed, McGraw-Hill, 2000. (note: this text is also used in most CRJ 140 classes)
Wambaugh, Joseph, Fire Lover.

COURSE DESCRIPTION:
This is an introductory course in criminal investigation which covers the techniques involved in the investigation of crime; interview of victims and witnesses; questioning of suspects; organization and procedure in the investigation of crimes; crime scene searches; surveillance; use of scientific aids and sources of information.

GOALS:

1. Provide the student with knowledge of the fundamental skills necessary to conduct criminal investigations.

2. Provide the student with the capacity to inter-relate the investigative process to the total criminal justice process.

3. Create an awareness of the complex ethical issues intrinsic in criminal investigation and provide the student with an ethical framework for identifying and addressing these issues.
LEARNING OBJECTIVES:
At completion of course students will be able to

1. Demonstrate knowledge of critical ethical issues relating to criminal investigation.

2. Identify the 3 conceptual stages in a criminal investigation and identify associated activities for each stage.

3. Demonstrate knowledge of appropriate actions for first responders at crime scenes.

4. Identify the 3 functions in crime scene management and duties related to each.

5. Describe the three functional roles of evidence and categorize evidence by primary function given appropriate background information.

6. Identify relevant tests and examinations for linking and associating physical evidence.

7. Identify criteria for prioritizing investigations and alternative strategies to full follow-up investigation.

8. Identify the problems associated with witness memory and to select interviewing techniques and strategies for minimizing these problems.

9. Recognize the fundamental problems and techniques associated with interrogation of criminal suspects and to select appropriate strategies for minimizing these problems.

10. Differentiate between crime analysis and behavioral analysis and the appropriate uses for each.

11. Identify key information sources and data systems available to investigators, strategies for their use and the legal or administrative privacy restrictions imposed upon their use.

12. Classify informant typologies by primary motivation and identify associated advantages, difficulties and strategies associated with each typology.

13. Explain fundamental techniques of surveillance and primary costs and benefits of these techniques.

14. Demonstrate recognition of distinctions between types of undercover operations and explain the associated benefits, costs and risks of each.

15. Describe the processes for obtaining and serving search warrants.
16. Define the investigator’s role during the trial process and explain relationship between investigative process and knowledge of law relating to both corpus delicti and rules of criminal procedure.

**METHOD OF INSTRUCTION:**

The course will be presented in a combination of lecture and discussion format, supplemented by audio-visual materials and reading assignments.

**REQUIREMENTS:**

Attendance is required. I understand that circumstances occasionally cause students to miss class, and I do not distinguish between reasons for absences. In cases of unavoidable and extended absences due to situations such as subpoenas, hospitalization, jury duty, military call up or incarceration, it would be appropriate to advise me and attempt to make arrangements for remaining in the class. If, on the other hand, you have a cold, your car will not start, you overslept, or you went to a funeral, do not feel compelled to inform me. I have no means of verifying your excuse, and I thus do not attempt to distinguish between acceptable and unacceptable absences. I will not count the first two absences against you. I advise you to reserve these for occasions when you seriously need to be gone.

Participation is expected. I will evaluate students on both the quantity and quality of their participation. Both comments and questions are encouraged. I encourage you to think independently about issues and raise questions. If you believe I am wrong, say so but be prepared to support your position with logic or sources. If you do not understand either my lecture or the text, ask for clarification. If your questions are not answered in class, come to my office. Professors are paid to teach, not just lecture.

**DISABILITIES:** Students with special needs should advise me at first opportunity.

**GRADING**

Two midterm examinations will each account for 20% of the grade. The cumulative final will account for 30% of the grade. Class attendance and participation will account for 10% grade. A required paper will account for 20% of the grade; this paper will be graded for content and writing quality.

Examinations will be objective, but do not assume this means easy. I write questions that seek to determine if you understand the material. Mere familiarity will not suffice. Do not miss examinations. Unexcused absence from an examination will result in a reduction in your grade.
GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>

PAPER

An essay of 8 to 10 double spaced, typed pages is required. Read Fire Lover thoroughly and evaluate the overall conduct of the investigation. What were the key events that changed the course of the investigation? How well did the book conform to procedures as covered in class? What other issues, besides investigative techniques, influences the outcome of a criminal investigation? What insights does the book give you that a text does not? Cite specific examples from the book or class to support your position. You will find it helpful to develop an overriding theme that allows you to talk about the process of investigation using the book as a tool. I will be looking for insight and understanding of the investigative process as it occurs in the real world. Although you will likely want to provide a short synthesis of events in the book, do not attempt to retell the entire story. The author had more pages and more skill to accomplish this task then you have. Use the book as a source and write your own essay. Extensive quotes are seldom useful; a simple reference to the event will suffice. Focus on the events that made a difference in the investigation. Although I have read the book, write the essay as though I have not. You are explaining the investigation to a person who understands investigation but does not know this investigation.

I recommend that you read Fire Lover as early in the semester as possible. It is an enjoyable read and will raise questions that can be addressed in class. This will also allow you to get started on your paper earlier. The essay should open with a paragraph that explains the purpose and focus of the essay, and then lays out the key points to follow. This can be done by implication and without using the first person. Later paragraphs should expand on this theme and these key points with support in logic or citations to the book or class. You do not have to conduct independent research. If you finish your paper early, I will critique it and return it. This usually results in an improvement in the grade. Please review what you have read before you submit it. If possible, get someone else to read it also. First drafts are seldom your best effort. Your grade will depend on both the quality of your writing and the level of insight and analysis. Late submission will result in a reduced grade on the paper.

Plagiarized work or other academic dishonesty will result in failure in the class and a referral to the University authorities for disciplinary action. I expect you to be able to defend and explain your work. If I encounter a suspect essay, I will give you the opportunity to explain and defend it. If you cannot, the presumption will be that the work is not original. Please retain a copy of your essay for your own records and verification in case the essay you submit is misplaced.
The Academic Honesty Policy and Procedures contains the university policy on plagiarism and definitions of plagiarism. Also consult the university library website for further information concerning plagiarism and strategies to avoid plagiarism. The library website also has a link to a plagiarism “test” to assist students in determining how well they understand what plagiarism is.

Academic dishonesty/plagiarism should be addressed in the syllabus as well as in a class discussion
The following schedule is subject to minor adjustment as the class progresses:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29-31</td>
<td>The history and role of invest. in CJ</td>
<td>Chap 1</td>
</tr>
<tr>
<td>9/5</td>
<td>Labor day, holiday</td>
<td>2</td>
</tr>
<tr>
<td>9/7-12</td>
<td>Initial response to crime scene</td>
<td>3</td>
</tr>
<tr>
<td>14-19</td>
<td>Crime scene roles &amp; mgt</td>
<td>7</td>
</tr>
<tr>
<td>9/21-10/5</td>
<td>Physical evidence &amp; labs</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Review for examination</td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td><strong>Examination.</strong></td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Begin follow-up investigation.</td>
<td>6</td>
</tr>
<tr>
<td>19-26</td>
<td>Interviewing, interrogation and field notes</td>
<td>4 &amp; 5</td>
</tr>
<tr>
<td>10/31-11/2</td>
<td>Automated data systems, sources of info, behavioral analysis</td>
<td>8</td>
</tr>
<tr>
<td>11/7-9</td>
<td>Search warrants</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Review for exam</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><strong>Examination</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Proactive techniques, intelligence</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper due 11/21</strong></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Surveillance</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Informant management</td>
<td></td>
</tr>
<tr>
<td>11/28-12/5</td>
<td>Undercover</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Court preparation &amp; presentation; review</td>
<td>21</td>
</tr>
<tr>
<td>14</td>
<td><strong>Final examination 3:00 to 5:00</strong></td>
<td></td>
</tr>
</tbody>
</table>
1) Structure (25%)

a) Excellent: (24-25 points)
   i) Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
   ii) Paragraphs begin and end with transitions and focus on a single concept or idea.
   iii) Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
   iv) Arguments and conclusions are internally consistent and always supported with evidence or logic.
   v) Writer makes frequent and effective use of examples to support his/her underlying argument.
   vi) Closing paragraph sums up writer's points and links back to opening.
   vii) Overall the essay reflects conscious use of structure and organization which facilitates the reader's understanding.

b) Acceptable: (18-19 points)
   i) Opening paragraph addresses a purpose.
   ii) Writer makes paragraph breaks in appropriate places.
   iii) Body of essay stays on general topic introduced in essay.
   iv) Writer makes some use of logic and evidence.
   v) Writer makes some use of examples to support his/her argument.
   vi) The essay reflects some overall structure and organization.

c) Unacceptable: (15 points or less)
   i) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
   ii) Writer fails to break writing into paragraphs at appropriate places.
   iii) Body of essay wanders among topics without apparent purpose.
   iv) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
   v) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random.

2) Language Usage (25%)

a) Excellent: (24-25 points)
   i) Writing contains no grammar, punctuation, or spelling errors.
   ii) Writer makes extensive use of active voice.
ii) Writer consistently uses appropriate tense.
iv) Writer uses varied sentence structures.
v) Worker appropriately uses a rich vocabulary and varied vocabulary.

b) Acceptable (18-19 points)
i) Writing contains some minor grammatical, punctuation or spelling errors.
ii) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
iii) Writer sometimes uses present tense to describe past events or other errors in tense.
iv) Writer repeatedly uses simple sentence structure.
v) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

Unacceptable (15 or less points)
i) Writing contains numerous grammatical, punctuation or spelling errors.
ii) Writer never uses active voice.
iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
iv) Writing contains sentence fragments.
v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

c) Unacceptable (15 or less points)
i) Writing contains numerous grammatical, punctuation or spelling errors.
ii) Writer never uses active voice.
iii) Writer demonstrates no awareness of tense, mixes tense in sentences.
iv) Writing contains sentence fragments.
v) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and analysis (50%)

a) Excellent (48-50 points)
i) The essay directly addresses the question or assignment.
ii) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
iii) The writer demonstrates innovative and original analysis of the issue.

b) Acceptable (37-39 points)
i) The essay primarily addresses the question or assignment, but misses some aspects of the question.
ii) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
iii) The essay describes more than it analyzes.

c) Unacceptable (30 points or less)
i) The essay is not responsive to the question or assignment.
ii) The facts or conclusions are erroneous.
## Grading Rubric for Criminal Justice Research Project

### Dr. Hugh Wilson

<table>
<thead>
<tr>
<th>Response to Writing Assignment</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Addresses all aspects of the assignment thoughtfully and analytically and identifies a challenging framework.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>➢ Addresses the assignment clearly and analytically and identifies a meaningful framework.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>➢ Addresses the assignment with some analysis.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>➢ Addresses the assignment with minimal analysis.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>➢ Fails to address the assignment.</td>
<td>1</td>
<td></td>
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</table>

### Introduction

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>➢ Clearly identifies the purpose of the research; addresses and engages an academic audience using an academic tone.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>➢ Clearly identifies the purpose of the research and addresses an academic audience.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>➢ Clearly identifies the purpose of the research.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>➢ Purpose present in introduction, but is vague and must be identified by the reader.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>➢ Fails to identify the purpose of the research.</td>
<td>1</td>
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</tbody>
</table>

### Thesis Development

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>➢ Thesis reflects a focused and challenging examination of research materials, is defensible and developed fully throughout the essay.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>➢ Thesis reflects a meaningful examination of research materials, is defensible and developed well throughout the essay.</td>
<td>4</td>
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<tr>
<td>➢ Thesis reflects the use of collected research to advance a coherent statement that is inconsistently developed.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>➢ Thesis reflects an incomplete or inaccurate statement.</td>
<td>2</td>
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<tr>
<td>➢ Thesis statement cannot be identified.</td>
<td>1</td>
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### Organization

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>➢ Writing reflects clear organizational plan that is suited to the topic; writing reflects effective use of transitions to develop all parts of the composition with no digressions.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects sufficient use of transitions to present ideas within a logical context.</td>
<td>4</td>
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<tr>
<td>➢ Writing reflects coherent but simplistic sequencing of events and details; may have minor digressions.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects a simple listing of events and details; paragraphs are undeveloped; relies on narrative for structure.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects no organizational framework for presentation of content.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects sophisticated use of technological resource bases;</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>exceptional research techniques used to integrate information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from other disciplines; exceptional facility in utilizing primary and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>secondary sources; no errors in reference documentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects use of primary and secondary sources; knowledge of</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>technological resource collections; few or no errors in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reference documentation.</td>
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<tr>
<td>➢ Writing reflects competent use of some technological resource bases and</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>other research collections and categories; predominant use of secondary</td>
<td></td>
<td></td>
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<tr>
<td>sources; some errors in reference documentation.</td>
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</tr>
<tr>
<td>➢ Writing reflects little use of technological databases; minimal use</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>of primary and secondary resources; misuses and/or errors in reference</td>
<td></td>
<td></td>
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<tr>
<td>documentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects little or no use of research collections; fails to</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>provide reference documentation.</td>
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</table>

<table>
<thead>
<tr>
<th>Strength of Analysis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>➢ Writing reflects in-depth, sophisticated analysis of linkages and parts;</td>
<td>5</td>
</tr>
<tr>
<td>incorporates information from other courses and disciplines to reach</td>
<td></td>
</tr>
<tr>
<td>thoughtful, logical, and defendable conclusions.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects in-depth analysis of linkages and parts suggested by the</td>
<td>4</td>
</tr>
<tr>
<td>context of the assignment.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects logical analysis of appropriate linkages and parts but is</td>
<td>3</td>
</tr>
<tr>
<td>limited and narrow in context.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects limited/weak analysis; errors in perceiving associations;</td>
<td>2</td>
</tr>
<tr>
<td>analysis outside the context of the assignment.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects no analysis of related linkages and parts.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance with Conventions of Grammar, Punctuation, Syntax, and Spelling</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Writing reflects a superior, consistent control of syntax, sentence</td>
<td>5</td>
</tr>
<tr>
<td>variety, word choice, and conventions of Standard English.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects a consistent control of syntax, sentence variety,</td>
<td>4</td>
</tr>
<tr>
<td>word choice, and conventions of Standard English.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects adequate control of syntax, sentence variety, word choice,</td>
<td>3</td>
</tr>
<tr>
<td>and conventions of Standard English; errors do not slow the reader,</td>
<td></td>
</tr>
<tr>
<td>impede understanding, or seriously undermine the authority of the writer.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects deficient control of syntax, word choice, and conventions</td>
<td>2</td>
</tr>
<tr>
<td>of Standard English; errors impede understanding.</td>
<td></td>
</tr>
<tr>
<td>➢ Writing reflects inadequate and inappropriate use of syntax, word choice,</td>
<td>1</td>
</tr>
<tr>
<td>and conventions of Standard English.</td>
<td></td>
</tr>
</tbody>
</table>
HOW TO BRIEF CASES
BY
MICHAEL J. MCCRYSTLE

BRIEF; “1. Of short duration; 2. Using few words; concise; succinct; . . . 4. A short and concise statement or written item; 5. An outline, the form of which is determined by a set of rules for all possible arguments and information on one side of a controversy; . . . 7. An outline, summary, or synopsis, as of a book.” (Webster's Encyclopedic Unabridged Dictionary of the English Language, Portland House, 1989)

The above definitions serve to provide an introduction to the concept of the legal case brief we will utilize in class and hopefully, you will use in your study of this course. Your written brief, will, along with mid-term and final examinations constitute the basic writing requirement of this course.

Preparing briefs requires skill at being able to separate the “wheat from the chaff”, the important from the unimportant. Additionally you will find that briefing cases necessarily requires that you read the case carefully and with great scrutiny.

A brief is also an excellent study tool. As you prepare for examinations a review of your briefs will be an excellent summary of ruling case law on the various aspects of the law we have covered in class. It is far easier to review briefs than it is to reread the entire case.

Your brief should be not more than one page in length. There are, of course, exceptions. You will occasionally find cases of great length and many issues and you will find it impossible to reduce the case to one page. For the most part however, all of the cases you are asked to read can be easily handled in a one page brief.

Write the brief in your own words. CAUTION: There are many "canned briefs" available to you and you are encouraged to utilize them if you feel they help in understanding this most difficult subject. Should you be tempted to plagiarize from them you are hereby put on notice that plagiarism will result in your FAILURE of this class. Do not make attempts to portray yourself as something you are not. During the semester we may not have many chances to communicate with one another. Let me hear from you through well prepared briefs.
ASSESSMENT

I will assess your brief in both content and form utilizing the following criteria:

1. Has the student utilized the correct format?

2. Are the facts presented succinctly and with sufficient detail?

3. Is/are the issue(s) developed and identified correctly?

4. Is the answer to the issue identified correctly?

5. Is the reasoning of the court presented with sufficient detail to provide a sound understanding of the rule of law presented?

6. Is the brief constructed in accordance with correct grammatical principles (e.g. spelling, syntax, grammar, etc)?

PREPARING THE BRIEF

First, read the case through from beginning to end. Take no notes - just read!

Next, read the case a second time. During this reading note those items that will be required for your brief (facts, issue, holding, and reasoning).

Utilize the following format:

HEADING
Here note the parties and the case citation. N.B. The order the parties appear in a citation does not necessarily indicate the plaintiff and defendant in the original case. While traditionally the plaintiff's name appears first, appellate procedure may reverse these positions. In appellate procedure the individual/entity appealing the case is known as the petitioner and that name appears first in the case citation. The other party, known as the respondent comes second. Thus a case brought in federal court against McCrystle would initially read U.S. v. McCrystle in U.S. District Court. If McCrystle suffers an adverse ruling at trial and thereafter appeals the case would now read McCrystle v. U.S.
FACTS:

In your own words note the relevant facts of the case. In deciding whether to include or exclude facts ask yourself if the material makes an understanding of the case more clear and is it essential to understanding the rule of law announced in the case.

In your fact analysis it is important that you note the decisions of each court through which the case has passed from beginning trial to final decision. Cases filed in state court often go through several appellate levels and then are brought to the federal appellate system before a final decision is rendered.

Not only must you be aware of each court’s decision it is just as important you understand the procedural reason the case was appealed. Frequently a case is appealed because the losing party noted an error in the proceedings at trial. Some cases, however, are appealed before the case ever reaches a final decision and indeed in some cases an appeal is filed on a pre-trial motion. You will get much more from your study if you pay careful attention to the reason the case has been appealed.

ISSUE:

Couch the issue in the form of a question. In some cases the court identifies the issue it is deciding very clearly. In other case, unfortunately more often than not, the issue is not clearly set forth. In these cases you use your own good judgment, intelligence, and a careful reading of the case to decide what issue is presented in the case. While there is usually only one main issue in a case you will encounter some cases that present more than one issue. Identify these as well; again couch them in the form of questions. Remember also the cases in the case book are edited by the authors and frequently do not contain the entire decision. It is sometimes difficult to get a sense of the case without having the entire case available. You may refer to the internet to retrieve the entire case.

HOLDING

Set forth the answer to the question you propounded above (the issue) as a yes or no.

REASONING

Here set forth the reasoning the court utilizes in arriving at its own decision. This is the most important facet of the case brief. It allows you (and any other reader) to arrive at a useful knowledge of the law in a specific area. Not only do you have the answer to a specific question (your issue) but we are now armed with the reasoning of the court and we can reach sound legal decisions in similar but unrelated cases that may arise in the future in both the classroom and in real time.
MAPP v. OHIO
367 U.S. 643 (1961)

FACTS:

Three Cleveland police officers unlawfully entered Ms. Mapp’s apartment in search of a person they thought was hiding out at her home wanted in connection with a recent bombing and, in addition, a large amount of policy paraphernalia was hidden at the home. At the time of the search the police waved a piece of paper at Ms. Mapp claiming it to be a warrant. After a thorough search of the home no fugitive and no policy slips were located. The police did find certain lewd and obscene materials in a trunk in one of the rooms. Ms. Mapp was convicted of possession of obscene materials. On appeal, the Supreme Court of Ohio sustained her conviction even though “based primarily upon the introduction in evidence of lewd and lascivious books and pictures unlawfully seized during an unlawful search of defendant’s home . . .” She appealed to the United States Supreme Court.

ISSUE
Is the exclusionary rule of evidence a constitutionally required remedy for an illegal search and seizure in state court proceedings?

HOLDING:

Yes.

REASON/ING:

Since the Fourth Amendment’s right of privacy has been declared enforceable against the states through the 14th Amendment Due Process clause, it is enforceable against them by the same sanction of exclusion as is used against the Federal Government.