CRIM 4350 Action Research Leadership Project

**Instructor:** Dr. Roberto LaCarra

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<tr>
<th>Semester</th>
<th>Spring 2017</th>
<th>Name</th>
<th>Dr. Roberto LaCarra</th>
</tr>
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<tbody>
<tr>
<td>Number</td>
<td>3014</td>
<td>Telephone</td>
<td>Office: 713-525-3820 Cell: (626) 786-0398</td>
</tr>
<tr>
<td>Program</td>
<td>CRIM 4350</td>
<td>Email</td>
<td><a href="mailto:lacarr@stthom.edu">lacarr@stthom.edu</a></td>
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<tr>
<td>Sections</td>
<td>A</td>
<td>Office Hours</td>
<td>By Appointment</td>
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<tr>
<td>Bldg</td>
<td>SEHS-GSSC</td>
<td>Room</td>
<td>Dr. LaCarra’s Office</td>
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<td>Days</td>
<td>TBA</td>
<td>Time</td>
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**Prerequisites**
Junior/Senior standing

**Textbook(s) Required**
Handouts from Dr. LaCarra

**Course Description**
In this course, which serves as the BA capstone requirement, students will choose a social problem related to crime, criminal justice, and law, relate it to criminal justice, legal, and social issues, and devise a plan of action to research the problem, develop informed policy, and propose an action research plan to solve the problem. Students will write an action research prospectus, proposal, and leadership project paper on their chosen topics using knowledge obtained from prior required courses, and input from CLS faculty.

**School of Education Disposition Expectations**
The Following are disposition indicators and examples of corresponding behaviors:

*Demonstrate professional responsibility by-*

- Being present, punctual and prepared for professional and academic activities.
- Responsibly communicating with faculty, peers, supervisors and/or mentors.
- Maintaining confidentiality of student records and private communications.
- Being actively involved in professional development activities.
- Maintaining composure under pressure by exhibiting self-control.
- Meeting professional expectations and obligations.
- Expressing feelings effectively and appropriately.
- Responding appropriate to directives from faculty members, supervisors, and mentor teachers.
**Foster collegiality by-**

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques.
- Respecting other’s points of view.
- Collaborating with students and working cooperatively with colleagues.
- Demonstrating an awareness of own impact on others.
- Expressing feelings appropriately.

**Demonstrate commitment to diversity by-**

- Showing adaptability in instruction for individual differences.
- Demonstrating that diversity in the classroom is a commitment to equity.
- Facilitating lessons that counteract negative stereotypes and bigotry.
- Providing students with access to varying points of view.
- Using language that is not demeaning of harmful to any individual or group.

**Demonstrate commitment to learning by-**

- Demonstrating an openness and willingness to learn.
- Demonstrating flexibility.
- Creating a learning environment which enables students to fulfill their potential.
- Respecting individual differences.
- Adapting instruction to “best practices.”
- Displaying creativity, curiosity and enthusiasm for teaching and learning.

**Maintain professional and personal integrity by-**

- Adhering to the UST honesty code.
- Maintaining ethical and legal behaviors in interactions with others.
- Respecting SOE policies and procedures.
- Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.

**Social Justice Tenets**

Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

**Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
Dignity and rights of children: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

People have a right to an education: All people have a responsibility, for the good of society, to contribute to and foster education.

Course Objectives/Learner Outcomes

Major Course Objectives:

a) Afford students the opportunity to correlate theory with practice and scholarly writing.
b) Develop an understanding, evaluation, and problem solving of current problems in the criminal justice system.
c) Provide students with intensive action research experience and to permit students to utilize APA protocol.
d) Enhance students’ capacity for intellectual inquiry, expository writing skills, and critical analysis.
e) Translate students’ understanding and/or ability to devise realistic strategies for improving an agency’s delivery of services or solving a problem within the criminal justice system.
f) Engage in a reflective process of progressive problem solving working with others in teams or as part of a "community of practice” to improve and address issues, especially solve criminal justice problems.

Major Assignments

Grading Rubrics are Associated with Each Assignment:

APA Reference page and binder with copied articles worth 100 points.
Written pages 1 thru 10 worth 100 points.
Written pages 11 thru 20 worth 100 points.
Written pages 21 thru 30 worth 100 points.

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<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
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<tr>
<td>B</td>
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<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
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<td>C</td>
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<tr>
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<td>F</td>
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Grading Breakdown:

50 references APA format and articles copied in binder (approved) 25%
1 thru 10 written pages (approved): 25%
10 thru 20 written pages (approved) 25%
20 thru 30 written pages (approved) 25%

Student Accommodations

Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

Professional Standards of Behavior for Students and Faculty

Academic Integrity
Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.

Use of UST Email Accounts and Blackboard
All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements. UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpdesk: 713-525-6900 Blackboard help: 713-525-3153

Attendance
Note: Attendance of each class period is required. If a student is unable to attend class, he/she should telephone/e-mail the professor before the class period or as soon as possible after class. It is the student’s responsibility to catch up on any material missed before the next class period.
Three absences without good reason will result in the final grade being lowered by a letter grade. The overall final grade will be lowered by one percent for each subsequent absence. Two tardies (will include leaving early from class) will equal one absence.

Late Assignments
It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.
CLASS SCHEDULE

We will be meeting as a group once in February, March, and April. Dates will be assigned according to your availability and written in the space below. There is a mandatory meeting on the first week of class, Friday, January 20th at 3pm to meet with Dr. LaCarra, Department Chair, Criminology, Law and Society at SEHS-GSSC (Dr. LaCarra’s office). Your final paper is due May 1, 2017.

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