Helpful Materials for Doctoral Graduate Assistants
**PVAMU Course Syllabi Template**

**Course Title**

<table>
<thead>
<tr>
<th>Department of</th>
<th>College of</th>
</tr>
</thead>
</table>

**Instructor Name:** (your name)

**Office Location:** (your office building and number)

**Office Phone:** (your office phone number)

**Fax:** (your fax number)

**Email Address:** (your email address)

**Snail Mail (U.S. Postal Service) Address:** Prairie View A&M University

<table>
<thead>
<tr>
<th>P.O. Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail Stop</td>
</tr>
<tr>
<td>Prairie View, TX 77446</td>
</tr>
</tbody>
</table>

**Office Hours:**

**Virtual Office Hours:**

**Course Location:** (Building and Room #)

**Class Meeting Days & Times:**

**Course Abbreviation and Number:**

**Catalog Description:**

**Prerequisites:**

**Co-requisites:**

**Required Text:**

**Recommended Text:**

**Access to Learning Resources:**

<table>
<thead>
<tr>
<th>PVAMU Library:</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone: (936) 261-1500;</td>
</tr>
<tr>
<td>web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Bookstore:</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone: (936) 261-1990;</td>
</tr>
<tr>
<td>web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a></td>
</tr>
</tbody>
</table>

**Course Goals or Overview:**

The goal of this course is to...

**Course Objectives/Accrediting Body** (NCATE, ABET, NAAB, etc…) **Standards Met:** (standards will depend on the course)

At the end of this course, the student will (examples):

<table>
<thead>
<tr>
<th></th>
<th>Alignment with Academic Program</th>
<th>Alignment with Core Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be able to…</td>
<td>Ex. {#4}</td>
</tr>
<tr>
<td>2</td>
<td>Be able to…</td>
<td>Ex. {# 5}</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the ability to</td>
<td>Ex. {# 5}</td>
</tr>
<tr>
<td>4</td>
<td>Define…</td>
<td>Ex. {# 2}</td>
</tr>
<tr>
<td>5</td>
<td>Identify…</td>
<td></td>
</tr>
</tbody>
</table>
Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. *Note: See Program Outcomes in True Outcomes*

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Projects** – web development assignments designed to measure ability to apply presented course material

**Class Participation** – daily attendance and participation in class discussions

*Instruments will vary slightly depending on the course*

**Grading Matrix (points will vary according to instructor’s grading system)**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>8 assignments at 10 points each</td>
<td>80</td>
</tr>
<tr>
<td>Papers</td>
<td>2 papers at 20 points each</td>
<td>40</td>
</tr>
<tr>
<td>Exercises</td>
<td>4 exercises at 15 points each</td>
<td>60</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2 quizzes at 20 points each</td>
<td>40</td>
</tr>
<tr>
<td>Projects</td>
<td>2 projects at 30 points each</td>
<td>60</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Class Participation/ Discussion</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Grade Determination:**

A = 400 – 350pts;
B = 349 – 300pts;
C = 299 – 250pts;
D = 249 – 200pts;
F = 199pts or below

Course Procedures

**Submission of Assignments:**
*(if there are any special instructions relating to assignment submissions, they should be discussed here)*

**Formatting Documents:**
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). *(if there are any other special instructions relating to exams, they should be discussed here)*

**Professional Organizations and Journals**
*(if applicable to your course or program, they should be listed here)*

**References**
*(if applicable to your course or program, references should be listed here)*
University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.
April 18, 2005

To: Deans, Department Heads, Academic Directors and Faculty

From: Laurette Foster, Coordinator
Faculty Development
Center for Teacher Excellence

Re: Services Provided

As we approach the final examination period at Prairie View A&M University, I would like to remind you of several services provided by the Center for Teacher Excellence located in Room 202 of the Wilhelmina Delco Building.

1. Copying Services
   - Provided with your own paper (please see Center staff member for your department code)
   - If you need more than 25 copies, please submit the “Copy Request Form” (attached) with your originals and our staff will make the copies
   - All copy jobs requesting more than 25 copies should be submitted 24 hours before they are needed.

2. ParScore Test Form ScanTrons are available
   - 200 count maximum per semester for each faculty member

3. ParScore Student Enrollment Sheets are available

4. ScanTron Test Scoring machines (5200S and 888P)

5. Par System Software (5.5 and 6.1)

Additionally the hours of operation for the center are:
   - Monday, Tuesday, Thursday and Friday 8:00 am – 5:00pm
   - Wednesday 8:00 am – 6:00pm
   - Saturday 8:00 am – 11:00am

Cc: Ms. Lora Williams
   Dr. E. J. Thomas-Smith
Services for
Deans, Department Heads, Academic Directors, and Faculty

The Center for Teaching Excellence located in Delco room 202

Provide the following services:

- Copying- Provided with your own paper
- Laminating
- ParScore Test Form ScanTrons are available - 200 count maximum per semester
- ParScore Student Enrollment Sheets are available
- Poster Making
- ScanTron Test Scoring machines (5200S and 888P)
- Par System Software (5.5 and 6.1)
- Digital/Audio Services

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Monday, Tuesday, Thursday and Friday 8:00 am – 5:00pm
Wednesday 8:00 am – 6:00pm
Saturday 8:00 am – 11:00am
PHOTOCOPY REQUEST FORM

1. Print Name______________________________________________

2. Department_____________________________________________

3. Contact Number__________________________________________

4. Today’s Date__________/__________/_________________________

5. Date Needed__________/__________/_________________________

6. Number of Originals_______________________________________
   _______one sided _______two sided

7. Number of copy sets needed_______________________________

8. Check all that apply for requested copies____________________
   _______one sided _______2 sided _______3 holes
   _______sorted _______sorted and stapled
   _______8 ½ x 11 _______8 ½ x 14

9. Other Special Instructions__________________________________

10. Your copy code number____________________________________

11. Is this an exam? _______yes _______no

12. Is this material sensitive? _______yes _______no
CLASS DISCUSSION ARTICLE REVIEW FORM

What is your name? __________________________ Date: __________________________

What is the number and title of this article?

What is the main idea of this article?

What facts are used by the author to support the main idea?

What bias or faulty reasoning did you find in the article?

What new terms or concepts did you find in this article? Write a short definition of each term or concept.
List of discussion questions

Discussion questions for Unit 1: Crime and Justice in America
1. Do you worry when paying bills and making purchases online that someone may be stealing your identity?
2. Is the American criminal justice system up to the task of fighting corporate crime?
3. With the advantage of 20-20 hindsight, what steps do you think could have been taken prior to September 11, 2001 that might have prevented the attacks?

Discussion questions for Unit 2: Victimology
1. What is needed in order to switch from calling oneself a “victim” of crime to a “survivor” of crime?
2. Why do we need good statistics to talk sensibly about social problems?
3. Have the terrorist attacks of September 11, 2001, affected your sense of safety, security, and emotional well-being? If so, how has it affected your sense of safety?

Discussion questions for Unit 3: The Police
1. Can racial profiling ever be a legitimate police tactic? Explain.
2. Is police work the cause of suicides among officers, or does the availability of a gun just make it easier?
3. Do local police departments have a role to play in combating international terrorism? Why or why not?

Discussion questions for Unit 4: The Judicial System
1. Do you see any alternatives to “getting tough” on crime?
2. Would society benefit from treating a criminal defendant’s mental illness rather than just punishing the offender? Defend your answer.
3. Has drug testing gotten out of hand, or is it something we should all learn to live with? Explain.

Discussion questions for Unit 5: Juvenile Justice
1. What reform efforts are currently under way in the juvenile justice system?
2. What are some recent trends in juvenile delinquency? In what ways will the juvenile justice system be affected by these trends?
3. Is the departure of the juvenile justice system for its original purpose warranted? Why or why not?

Discussion questions for Unit 6: Punishment and Corrections
1. What issues and trends are most likely to be faced by corrections administrators?
2. How does probation differ from parole? Describe any similarities.
3. Discuss reasons for favoring and for opposing the death penalty.
G. Retention of Academic Records

See: SECTION IX
Prairie View A&M University: Procedures/Rules/Information

Completion, Submission and Faculty Follow-Up on Student Opinion Surveys (SOS) Process
Approved June, 1999

Preamble

Teaching effectively every credit and non-credit course offered at the University is a highly prized priority at Prairie View A&M University. Effective teaching is instruction that succeeds in realization of objectives set by the teacher and accepted by the learner. While it may be argued that a student is not in a position to judge the instructor's knowledge in his or her field, it cannot be argued very reasonably that students cannot assess an instructor's overall attitude toward the students; communication skills; organizing skills; willingness to answer students' questions, responding positively; responsiveness to students (e.g., provide feedback return papers, et cetera); ability to deliver course content with confidence and spontaneity apparent when one knows a subject and is not, instead, anchored to the textbook, screen, et cetera; and maturity to respect and to command respect within the classroom, thus reducing the potential for students to become apathetic, disruptive, or hostile.

Faculty, regardless of status/classification, are expected to commit to good teaching whether the course be a remedial course in which enrollees' readiness is below college level in the course content, or a honors level course to which students bring broad knowledge. Each faculty member is evaluated by students and by his or her immediate supervisor. Effective September 1, 1999, evaluation of faculty must include peer assessment of classroom instruction.

Procedures

Initial Conference

1. Following receipt of SOS results and completion of any other assessments by the peers and the immediate supervisor (department head/division or dean), each faculty with less than satisfactory ratings will be called into a face-to-face conference with the immediate supervisor. Beginning May 1, 1999 and continuing through August 1, 1999, division heads/department heads and selected...
deans are to meet with faculty who report directly to them as part of the required Annual Faculty Performance Review.

2. The immediate supervisor is to take the time to a) permit the faculty member to present his or her approach to teaching the subject and to present any information that communicates perspective; b) reiterate, for the faculty member's benefit, the mission and core values of the University; c) place in context the value of non-negotiability of effective teaching; and d) outline, in writing, areas that appear problematic on the SOS evaluation as well as on the supervisor's and or peers' assessment. For this purpose, the attached Faculty Improvement Plan Form should be used. Where reasonable, support will be provided to assist faculty in effecting improvement in teaching. Failure to show improvement in the time specified will subject faculty to termination of employment.

3. Immediate supervisors are to ensure that reasonable support needed to improve teaching is available.

4. Immediate supervisors are to monitor the faculty member's progress and provide a report to the Office of the Dean and the Office for Academic Affairs for review prior to the issuance of new contracts.

Follow-Up and Monitoring

1. Deans of College and Schools are to take the leadership in ensuring availability of reasonable resources needed to support the faculty member's satisfying the requirements of his or her plan.

2. Deans are to file, with the Office of Provost and Vice President for Academic Affairs, a progress report on the performance of faculty with prior unsatisfactory teaching ratings. The results are to be sent to the Office of the President for review.

3. Where faculty are able to strengthen their teaching as evidenced in their improved SOS evaluations, peer assessments, and/or immediate supervisor ratings, no further action is warranted.

4. Where faculty are unable to show improvement after having had opportunities and resources to do so, termination or employment from the faculty at Prairie View A&M University will be recommended.
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4. Where faculty are unable to show improvement after having had opportunities and resources to do so, termination or employment from the faculty at Prairie View A&M University will be recommended.
Class Attendance. Prairie View A&M university requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student’s course grade being reduced or in a student’s being assigned a grade of “F.” Absences are accumulated beginning with the first day of class during regular semester and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Special Provisions for Student Enrolled in Developmental (Remedial) Courses

The law of Texas (The Texas Higher Education Coordinating Board Policies, Subchapter P, §316) requires that student who fail any portion of the TASP test “... both enroll in and participate” continuously in developmental coursework until the TASP requirement has been satisfied. Excessive absenteeism from developmental courses can result in the student’s dismissal from the University. Accumulation of one week of unexcused absences (the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCEs and must be supported by documentation presented to the instructor prior to or immediately upon the student’s return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is
not required to accept assignments as part of the course requirement when the student’s absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor’s department head, and finally, to the instructor’s dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

**Absences on Religious Holy Days**

In accordance with Texas Education Code, Section 61.003. Subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. “A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20.”
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CAMPUS
ANNOUNCEMENT

The Department of Residence Life is proud to announce that our On-Campus Shuttle Bus Service has arrived. This service is provided for all students, faculty and staff to help them to and from assigned parking locations. This service will get you in and around all administrative, academic and student support facilities.

This is a free service for university personnel with an official Prairie View A&M University Identification Card. The service will officially begin running at 8:00 a.m. Monday, August 15, 2005 (See brochure for details). Initially the shuttle service will be provided using two (2) fifteen (15) passenger vans and expect to begin using full service shuttles in Mid-September 2005. We welcome all of your comments and suggestions as this is one of many projects we will be making available throughout the year.

Please send your observations and comments to adaldrige@pvamu.edu or call the Department of Residence Life at 936-857-2923.

Thank you for your time.
The Service

The Panther Shuttle Bus Service is provided to students living on campus and Prairie View A&M University Faculty and staff and from commuter parking lots for students who commute to campus daily.

The Cost

The Panther Shuttle Service is free for all Prairie View A&M University Students, Faculty and Staff. The Panther Shuttle Service is provided on campus only.

The Staff

The Panther Shuttle operates under the supervision of the Department of Residence Life. The drivers are highly qualified, licensed by the State of Texas and have undergone a background record check.

The drivers are highly trained in the operation of the on board ADA equipment and are well versed in the university's student transportation policy.

The Equipment

The buses are modern day 15-passenger buses, equipped with ADA packages and Horizon 8540 high-back series seating. The seating is lightweight construction and exceeds customer satisfaction. The buses are manufactured by Goshen Coach, Marietta, Georgia. Each bus is equipped with two (2) way radio communication emergency equipment and has continuous direct contact with the University Department of Public Safety and the Department of Residence Life.

The Schedule

The Panther Shuttle normal operating hours are 7:30 a.m. to 5:00 p.m. Monday thru Friday during each regular class week beginning the 1st day of August through May 15th each school year. The approximate amount of time between pick-up and drop-off locations is 4 minutes. Student are encouraged to plan their shuttle to class accordingly. Shuttle Service will not be responsible for student arriving late or missing class.

The Routes

There are two (2) approved routes within the campus area. These routes are designed to transport students in two (2) separate directions simultaneously in order to facilitate timely arrival at their destination/classroom facility. These routes are outlined on back of this brochure.
Grade Appeals Procedure

Grading and other class related complaints are to be filed initially within three days following the alleged precipitating action on which the complaint is based. Except where extenuating circumstances render it unreasonable, the outcome of a complaint that reaches the level of Department/Division Head will be reviewed with thirty days and a written notification of outcome will be provided to the student. Where a complaint must be reviewed at each level, the entire process should be completed within ninety days of receipt of the complaint.

The student should file the complaint within thirty days of receiving the grade or experiencing any other problematic academic event that promoted the complaint. The Grade Appeals Procedure is as follows:

1. The student meets with the instructor of record to present the grievance and any supporting documentation.
2. Should the instructor be unavailable for a week or more, the student should report to his/her advisor or the absent faculty member's immediate supervisor (department head or division head).
3. Should the issue not be resolved the student will meet with his/her academic advisor. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures itemized as 4 through 11 below.
4. If no agreement can be reached among the advisor, the student, and the instructor, the student should write a letter, or complete a published form used for this purpose and submit it the instructor’s immediate supervisor; i.e., the Department Head. The letter or form should be sent at least one week prior to the student’s scheduled appointment to meet with the Department Head.
5. If the Department Head cannot resolve the issue, the issue should be referred to a three to five person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty are employed in the department or college. The panel will review the issue and make a recommendation to the Department Head.
6. If the issue remains unresolved by the Department Head the student should send a letter or any published form used for this purpose to the Office of the Dean; i.e., the Associate Dean.
7. If the Associate Dean cannot resolve the issue the student should provide a written request for review to the Provost and Vice President for Academic Affairs who will employ a review process appropriate to the situation and notify the Associate Dean of the outcome. The Associate Dean will notify the student of the outcome. A decision that has reached review by the Admissions and Academic Standards Committee is final.
8. Review by the Office of the President occurs under extraordinary circumstances; i.e., the President shall review the issue and notify the Provost and Vice President for Academic Affairs and Associate Dean of the outcome. The Associate Dean will notify the student of the outcome.

***Steps 9-11 are for extraordinary circumstances only.
9. Note the PVAMU Student Handbook for Options A, B, C.
10. & 11. Please review the PVAMU Student Handbook
Prairie View A&M University
Division for Student and Enrollment Services

Interpreter Services for Campus Events

Students who are officially registered with the Office for Disability Services and who self-identify as having a need for interpreter services, may request the use of interpreter services at special events that are sponsored by official university department, schools, colleges and officially recognized university organizations that sponsor programs, activities or events.

The student must do the following:

___ Complete all requirements for officially registering with the Office for Disability Services.

___ Notify the sponsoring university official or the recognized organization sponsor at least 72 hours prior to the event of their plans to attend/participate.

___ If the student does not attend/participate as indicated in their request for interpreter services, the student will be responsible for all cost associated with obtaining an interpreter.

All sponsors of university program/activities/events:

___ The sponsor of a program or an event must publish on all announcements, both print and web, that persons needing assistance must notify the sponsors at least 72 hours prior to the event.

___ Sponsors must also arrange for an interpreter to be available and in place. Sponsors must reach an agreement with the interpreter on the price and the start and ending time for their services at the program/activity/event.

___ Sponsors must also pay for the interpreter services.

___ If the student does not attend/participate, the sponsor may bill the student for the cost of obtaining interpreter services.

University Sponsored Programs/Activities

___ Arrangements for interpreters at university sponsored programs/activities/events that are open to all employees and students will be made by the Office for Disability Services. Example: graduation, convocation, general assembly and the like.
Prairie View A&M University
Division for Student and Enrollment Services

Special Service Request Form

Instructions: Please use this form to request special services in order to attend/participate in a university or recognized student organization sponsored program/activity/event.

Important: Prior to completing this form, please know that if you do not attend this event, you will be responsible for all expenses incurred as a result of making arrangements to respond to your request for special assistance so that you may attend this university/organization sponsored program/activity/event.

Name of student requesting the service __________________________ SS# ________________
Campus Address ________________________________________________
Telephone No. __________________________
Permanent Address ______________________________________________

Are you officially registered in school? □ Yes □ No
Are you registered with the office for Disability Services? □ Yes □ No
Date that you registered with this service __________________________
What is your classification? __________________________

I am requesting interpreter services:

Name of the Program/Activity/Event __________________________
Date of the Program/Activity/Event __________________________
Time of the Program/Activity/Event __________________________
Special Services Request ______________________________________

This request is submitted 72 hours prior to the scheduled event □ Yes □ No. I understand that I am responsible for paying for all expenses incurred as a result of special arrangements that were made and expenses that were incurred for me to attend this program/event/activity if I do not attend.

Printed Name of Student ________________________________________

Signature of Student ___________________________________________ Date ________________

Official Use Only

Name of Sponsor of the Activity __________________________
Special Arrangements Completed: Date __________________________
Cost of Special Arrangements: $ __________________________
Approval: Dean/Director ________________________________________
"No otherwise qualified individual with disabilities in the United States... shall, solely by reason of his/her disability, be excluded from the participation in or be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance"...

The Section 504 mandate has promoted the development of the disability support service programs in colleges and universities across the country. Sub-part E of Section 504 deals specifically with the mandate for institutions of higher education. While it does not require special educational programming for students with disabilities, it does require that an institution be prepared to make appropriate academic accommodations and reasonable modifications to policies and practices to allow the full participation of students with disabilities in the same program and activities available to non-disabled students. This means that the institutions are under no obligation to assure the success of students with disabilities in higher education, only to assure that such students have the same opportunities as other students to be successful on the basis of their intellectual abilities and academic achievements.

**ACADEMIC ADJUSTMENTS**

Institutions must make modifications to academic requirements as necessary to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

An institution may not impose rules or restrictions that have the effect of limiting participation of students with disabilities in educational programs or activities.
Evaluation of the student's performance, including course examinations and other measurers of student's achievement, must be provided with appropriate accommodations. These accommodations ensure that the evaluation represents the student's achievement in the course, rather than reflecting the impact of the student's disabilities.

The institution is responsible for seeing that students with disabilities are not denied access, benefits, or subjected to discrimination under any program or activity because of the absence of auxiliary aids or services.

**Colleges and Universities must consider the following accommodations and adjustments on a case-by-case basis:**

- Extending the time permitted for students with a disability to earn a degree.
- Modifying examination formats to meet the needs of students with disabilities.
- Developing course substitutions or waivers for students with disabilities.
- Permitting the use of such learning aids as tape recorders, word processors, calculators, laptop computers and spell-checkers for students with disabilities.

**Colleges and Universities may NOT:**

- Limit the number of students with disabilities admitted.
- Make pre-admission inquiries regarding an applicant's disability.
- Use admission tests or criteria that inadequately measure the academic level of applicants with a disability because special provisions were not made for them.
- Exclude a student from a course of study.
- Counsel a student with a disability toward a more restrictive career.
- Measure student's achievement using modes that adversely discriminate against the student with a disability.
- Institute prohibitive rules that may adversely effect students with disabilities.
CRIMINAL JUSTICE
FACULTY DEVELOPMENT

TEACHING
PROFESSORS TO TEACH

SECOND EDITION

LAURA B. MYERS, Ph.D.
SAM HOUSTON STATE UNIVERSITY

WADSWORTH
THOMSON LEARNING
Australia • Canada • Mexico • Singapore • Spain • United Kingdom • United States
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PREFACE

This book examines a comprehensive teaching model developed and used by the author in teaching criminal justice graduate students to teach. The model contains components derived from higher education literature on teaching. While most criminal justice candidates for teaching positions hold advanced degrees and are assumed to be experts in their fields, many have not had any formal teaching instruction. Using this model to teach a college teaching course in a criminal justice graduate program, the author has determined that not only should formal instruction on teaching be provided to graduate students, but it should also be provided through faculty development to new and veteran faculty members who desire to improve their teaching. The critical education issues necessary to provide quality instruction are discussed.

CRIMINAL JUSTICE
FACULTY DEVELOPMENT:
TEACHING PROFESSORS TO TEACH

This book presents a comprehensive teaching model developed and taught by the author. In many cases, the doctorate and, in some cases, the masters degree are believed to be the only credentials necessary to teach at the college level. The question is whether people without instruction in teaching have the skills necessary to provide quality instruction. The teaching model is presented to reveal critical education issues necessary in the instruction of criminal justice doctoral and masters graduates, as well as new and veteran criminal justice faculty members who may not have received any formal instruction and want to improve their teaching. The model can be used to develop a formal course of instruction for graduate students, or it can be used by current instructors to improve their own teaching methods.

THE TEACHING CREDENTIAL

Criminal justice graduate students will likely discover that their graduate institutions are concerned primarily with instructing students on the

The author wishes to thank Professor Robert Stakenas of The Florida State University in Tallahassee, Florida, for his pedagogical influence on the development of the model described in this book.
knowledge of the discipline. Those who enter graduate school with the goals of learning to teach and do research may be surprised to find their discipline and research knowledge is the requisite background needed to teach. This is true of many graduate programs across the country, including criminal justice. When guiding graduate students to attain their scholarly goals, it is the area of pedagogical instruction in which most schools have been "historically grossly deficient" (Cahn, 1986:100). Pedagogy is the study of teaching and is formalized in the discipline of education. While most candidates for teaching positions hold advanced degrees and are assumed to be experts in their fields, many have not had any formal pedagogical instruction (Weimer, 1996; Lowman, 2000).

Until recently, an advanced degree, primarily the doctorate, had been perceived as a license to teach in most disciplines (Mintzberg, 1989). Teaching at the college level only required evidence that one possessed the knowledge of the field (Boyer, 1991). However, many universities and colleges have decided to revisit their teaching emphasis (Blumenstyk, 1991). These schools have been affected by the major focus on research and the acquisition of grants. They have tended to hire research-oriented faculty and have paid less attention to the teaching emphasis. While many of these schools and their faculty have been very successful in their research endeavors, students, parents, professors, administrators, and even legislators have raised their concerns for the basics of good teaching. Because of these concerns, college administrators and colleagues are likely to expect new professors to balance research and quality teaching. Professors are still expected to publish and pursue grants, but they are also expected to provide quality instruction in the classroom (McKeachie, 1999). Other schools have never neglected their emphasis on quality instruction and continue to support educators with good teaching abilities.

This prevailing academic climate places criminal justice departments in an interesting position because many graduate students in their programs are more aware than ever that some type of teaching preparation is necessary. Graduate students on the job market may feel they are ill prepared for the teaching component of their future employment. At the same time, new professors just launching their tenure-tracks and veteran faculty members who may have reached a plateau in their teaching careers may realize they need some additional teaching preparation. New professors are just discovering the
complexities of teaching and are looking for solutions to their teaching dilemmas. Veteran faculty members are facing administrative demands to incorporate innovative educational techniques, including the use of technology, and they may have no idea how to locate the resources needed to modify and improve their craft.

THE TEACHING CLASS MODEL

This book presents a teaching model that can be used to develop a teaching course in criminal justice graduate curricula. It is also useful for graduate students who do not have the benefit of such courses, and it can help new and veteran faculty members improve their teaching. This model assumes that teaching is an interactive and influential process that should be guided by knowledge of the learning process (Lowman, 2000).

The job of the instructor is to go from the simple presentation of information and testing of students to stimulating motivation, helping students apply what they have learned, and providing student support (Moore and Kearsley, 1996). Reaching this complex dimension of teaching is essential if student learning is to be successful. The model incorporates these complex dimensions of teaching and provides information on how to enhance these critical teacher skills. In addition, the model is applied to specific concerns of the criminal justice discipline. The dimensions are crucial to the development and teaching of criminal justice courses and are critical issues that all professors should incorporate into the course development process. These dimensions cannot be neglected because they provide the essential support upon which a successful learning environment is created.

Teaching Model Components

Component One: Goals and Objectives. The goals for a course are the outcomes of instruction. Goals are the skills and abilities that a student should have upon the successful completion of a course. The objectives of the course are the tasks the student will complete to attain those goals.

The successful professor must conceptualize those goals and objectives at the earliest stage of course development for the sake of the professor and the students. "A teacher's obligation is to guide students and to guide requires a sense of where one is headed. If the teacher does not know, everyone is lost" (Cahn, 1986:12). The professor's responsibility is to conceptualize goals, or outcomes of student learning, and provide objectives
for achieving those goals based on the professor's subject-matter expertise (Weimer, 1996).

Some subject-matter experts might see no need to articulate those goals and objectives because they know what needs to be done, and they just proceed. Great teachers, however, make course preparation one of their most important tasks and they perceive goal and objective articulation an essential part of structured course development. The selection and organization of materials, along with the methods used to promote learning, are derived from the goals and objectives set forth from the beginning (Lowman, 2000).

Beginning with the description of the course found in the course catalogue, goals and objectives should be written for the criminal justice course to be developed. Educational goals are "those human activities which contribute to the functioning of a society (including the functioning of an individual in the society), and which can be acquired through learning" (Gagne and Briggs, 1979:45). These goals are the range of activities that will be possible for students after taking part in a specially designed course. These educational goals should be the starting point from which professors design their courses (Gagne and Briggs, 1979).

To achieve educational goals, students will be expected to complete certain objectives. Objectives are tasks the professor can observe to determine if students are meeting the goals of the course. Tasks include products such as performances on tests, papers, assignments, discussions, group projects, and presentations. Table 1 is a set of goals and objectives for a senior-level criminal justice professionalism and ethics course. Note that the goals are the abilities that the professor wants the students to have at the end of the semester and the objectives are the methods by which the professor plans to have the students accomplish those goals.

Professors should be concerned with whether their goals are achievable by students during the course time frame, typically a semester or a quarter. Objectives should be analyzed to determine if each objective measures the associated goal and if those objectives are realistic. The professor might expect better or worse writing skills than is typical for the level of student. It is imperative that the professor gauges the general writing level of the students during course preparation, rather than after the course has begun.
Table 1.
Criminal Justice Professionalism and Ethics: Goals and Objectives

**COURSE GOAL**

The student should gain an understanding of ethical and professional issues in criminal justice practice. The student should gain an appreciation for the ethical dilemmas faced by practitioners in the field and how those dilemmas can be managed. The student should also learn how to prevent ethical dilemmas whenever possible.

**COURSE OBJECTIVES**

*Goal One:* The student will learn the major ethical theories used to study ethical dilemmas and maintain professionalism.

*Objective One:* The student will read and discuss the major theories and apply those theories in class discussion. The student will also demonstrate their understanding of these theories in written exercises.

*Goal Two:* The student will gain an understanding of various ethical theories and their application to criminal justice ethical dilemmas.

*Objective Two:* The student will prepare a written analysis of an ethical dilemma using appropriate ethical theories.

*Goal Three:* The student will explore the ethical dilemmas in law enforcement, the legal field, corrections, criminal justice research, and crime control policy. The student will gain an understanding of how to manage and prevent these dilemmas.

*Objective Three:* The student will read multiple articles on applied ethics in law enforcement, the legal field, corrections, criminal justice research, and crime control policy and complete written exercises to increase his/her understanding of the issues. Class discussion will focus on these understandings.

Individual differences among criminal justice students can be immense. Depending on the context of the school, a professor could be teaching mostly returning students, new students, criminal justice line personnel, criminal justice administrators, or some combination of these students. A professor cannot assume that any of these groups has a particular writing skill level. Writing skill levels are part of the context of the school and must be learned by the professor. This can be easily accomplished by talking to other professors, especially those who have taught the particular course before, about their experiences with writing assignments. At the same time, prerequisites of the particular course may not have prepared students for advanced writing. Professors can check previous syllabi for these courses to determine the writing requirements these students have been expected to accomplish in the past. Such knowledge will keep the professor from investing tremendous efforts in either overexpecting or underexpecting regarding the abilities of the students in the course.

Once the goals and objectives are finalized, they should be placed in the course syllabus. This will permit students to know what is expected of them and what skills and abilities they can expect to obtain from the course.
The professor should discuss the goals and objectives of the course during the first class meeting to emphasize them and to provide clarification. These simple tasks are the first step in stimulating motivation for the course and providing information on the roles the professor and students will fulfill. Students will have an early overview of both professor and student activities. The anxiety that students bring to the learning process will likely be reduced in this process.

**Component Two: Assignment Development.** Based on the objectives professors have written, they should also develop the assignments necessary to complete course objectives. Some professors wait to develop these assignments as the course progresses, but assignments are likely to be more effective if created during course development. Professors should determine which direct or indirect measures of performance they plan to use. Direct measures may include evaluations of writing samples, research reports, debates, term papers, group discussions, impromptu speeches, and presentations. Indirect measures may include multiple choice tests, course grades, standardized achievement tests, and state certification tests.

An assignment specification worksheet prepared for each proposed assignment is a useful tool for assignment development. An example of an assignment specification worksheet (See Table 2) for the criminal justice professionalism and ethics course involves the following goal: The student will gain an understanding of various ethical theories and their application to criminal justice ethical dilemmas. The objective, “the student will prepare a written analysis of an ethical dilemma using appropriate ethical theories,” is a direct measure of understanding and application.

On the worksheet, the professor should specify the TOOLS and CONSTRAINTS that apply to that performance. These are the “givens” in the assessment situation. For the professionalism and ethics course objective, the tools and constraints include the following: The student must word-process the analysis. It must be five to seven pages in length with references. The student will have one week to complete the analysis.

The next step on the worksheet is to state the DIRECTIVE CUE that will ask the student to perform the desired behavior. In the professionalism and ethics course example, "prepare a written analysis of an ethical dilemma (a list of dilemmas is provided) using appropriate ethical theories" is the
Table 2.
Assessment Specification Worksheet Example

ASSESSMENT SPECIFICATIONS WORKSHEET

1. **State the COURSE GOAL to which the objective is related:**
   The student will gain an understanding of various ethical theories and their application to criminal justice ethical dilemmas.

2. **State the INSTRUCTIONAL OBJECTIVE:**
   The student will prepare a written analysis of an ethical dilemma using appropriate ethical theories.

3. **List TOOLS and CONSTRAINTS that apply:**
   The student must word process the analysis. It must be five to seven pages in length with references. The student will have one week to complete the analysis.

4. **State the DIRECTIVE CUE that will elicit the desired behavior**
   (remember that for essay test items, the instructional objective is also the directive cue)
   Prepare a written analysis of an ethical dilemma (a list of dilemmas is provided) using appropriate ethical theories.

5. **List or describe the PERFORMANCE CRITERIA for judging quality of responses:**
   Proper grammar, logical organization, and proper application of appropriate theories.

6. **Produce a SAMPLE TEST ITEM that meets the specifications laid out in steps 1-5. Attach another sheet if necessary.**
   Not applicable.

directive cue. For essay work, the objective is usually the directive cue.
However, test items require more specific commands such as "Choose the best answer and place the corresponding letter in the appropriate space" on a multiple-choice test.

Following the directive cue, the professor should include

PERFORMANCE CRITERIA for the assessment. In the professionalism and ethics course example, proper grammar, logical organization, and proper application of appropriate theories, are used to evaluate the performance. The key is to standardize criteria for grading to make the grading process as objective as possible and to enhance learning for students. If students are unclear about what the professor expects, little learning will occur. If the professor is unclear about grading criteria, inconsistent and unreliable grading may occur.

Finally, the professor should include a SAMPLE TEST ITEM if the assessment is indirect and involves some type of test. Multiple choice, short answer, true/false, and matching questions often are used. This will permit review of question forms to determine whether they are best suited to the goal and objective.
The professor should review all assignment specifications to assess their quality. Course assignments should be considered preliminary at this stage and should be refined throughout the remaining tasks of course development. It may even be necessary at some point to refine initial goals and objectives.

**Component Three: Lesson Plans.** The next task is to write preliminary lesson plans for the criminal justice course. A lesson plan is a guide for each class. Each plan should include lesson title and description, lecture format type and justification, topics to be covered, directional cues, all learning techniques to be used, and lecture notes. The lecture format types include formal oral essay, expository lecture, provocative lecture, lecture-demonstration, lecture-discussion, and lecture-laboratory (Lowman, 2000). These lecture types range from the most formal to the most applied. Professors should decide which lecture type(s) they will be using and how the lecture type or combination of types should produce the learning experience they intend (McKeachie, Pintrich, Lin, Smith, and Sharma, 1990).

The formal oral essay can be used for criminal justice courses in which a major point or conclusion is critical to a particular lesson and for which little feedback is desired. When teaching about the death penalty, for example, professors often find that student emotions regarding the topic may side-track the presentation of the lecture. It may be best to contain student emotions until after the lecture material is presented which may allow for a better interaction between the professor and emotionally charged students. The professor can present the death penalty debate and deliver a particular conclusion to the students. The professor would first review the body of literature on the death penalty, including all relevant research, theories, and arguments. The professor is free to develop whatever conclusions necessary without having to plan for student input. The lesson is typically written out before the class and read directly to the students. This style works best when the topic is an emotional one, such as in the case of the death penalty, and the professor wants to make a strong impact on the students. The style should be used sparingly and near the end of the course because it is usually not very satisfying to students, primarily because there is no allowance for their input.

Similar to the formal oral essay, the expository lecture is useful in criminal justice courses in which the goal is to define and present information. Many criminal justice courses are conducive to the expository lecture since
these courses cover the general knowledge of the field. Unfortunately, questions by students and subsequent discussion are again held to a minimum.

The provocative lecture is suitable in criminal justice courses in which the professor wants to stimulate thought. In the criminal justice professionalism and ethics course, the professor could use this format to challenge existing values and ideas to assist students in moving in a new direction. These lectures are especially useful in stimulating student motivation throughout the course. The provocative lecture is also more suited to large classes where discussion may be difficult.

Other lecture types involve more than just lecture. In the lecture-demonstration type, the professor brings in supplemental props to help create understanding for the students. In a criminal investigation course, the professor can show how investigative tools, such as fingerprinting materials, footprint casts, and crime scene pictures, are used in criminal investigations.

A common type of lecture format in criminal justice is the lecture-discussion. The professor typically talks for the first quarter of the lesson and then stimulates discussion around an important point with questions or comments. The professor’s task is to provide clarification and integration of student comments. The professor will proceed to the next important point by talking for a few minutes and then starting a discussion around that point. In this manner, the professor covers all the points of the lesson and student learning is stimulated through discussion. The style works well in most criminal justice courses by creating a good learning environment. Many students find the opportunity to discuss very appealing and satisfying.

Another style found to be useful in some criminal justice courses is the lecture-laboratory. In criminal justice statistics or research methods courses, the students receive brief lectures then work on their tasks or problems independently under the professor’s supervision. This style is also helpful in courses with in-class written work. Students are asked to complete written work under the professor’s supervision.

Professors should include specific directional cues in their lecture notes. Cues include asking questions, leading discussion, writing on the blackboard, and using overhead/computer technology such as PowerPoint™. Each of these cues should be matched to the goals of the course. Asking questions is a typical technique for making learning happen. This technique is especially good for criminal justice students because it helps them apply what
they have learned. Discussion is an excellent way to help criminal justice
students learn to express their own points of view and to learn respect for the
views of others. Writing on the blackboard, using overhead equipment, and
integrating computer technology are excellent ways to promote learning,
especially for those who are visual learners. The use of computer technology
also exposes criminal justice students to computers, which they will likely be
using in their criminal justice careers (Myers and Myers, 1995).

Finally, professors should analyze all learning techniques they plan
to use. The human cognitive learning literature (Lowman, 2000) indicates
students are more likely to learn when they are actively engaged in the
learning process rather than passively absorbing knowledge. Many criminal
justice courses, because they are informational, tend to be taught passively.
This means that the professor does all of the work and the students listen and
take notes. It should be no surprise when students fall asleep, fail to come to
class, daydream, or talk to their friends, because they have no active role to
play in the learning process. These same courses can be taught actively.

Students can discuss material, debate points, work on group tasks, or work on
problems at selected intervals in the lesson. Because criminal justice courses
have so much basic material to be learned, active learning strategies can be
very helpful.

After attending training on active learning strategies, one
criminology professor (Greek, 1995) implemented a new introductory
activity, small group interaction, weekly written assignments, and students’
editing of papers, in addition to the active strategies he already used. He found
that these activities increased classroom participation, resulted in an improved
quality of written papers, created a classroom support network, and produced
positive student reactions.

When their attention is focused, students are also more likely to
learn. In many criminal justice courses, professors can focus attention on
course material by keeping lectures simple, using handouts, using audiovisual
assistance, and other tools that will clarify the major points to be learned.
Students should have no problem identifying what needs to be learned and
when it has been learned.

Matching abstract and concrete information to the intellectual
abilities of students is also helpful in the learning process. Professors should
design their lessons according to the cognitive development of their students.
Young and McCormick (1991) make the argument that criminal justice courses are unique in that vocational aspects and theoretical foundations must be integrated. They suggest that cognitive learning theory is a necessity in developing criminal justice instruction. Cognitive ability is a developmental process and all students have different cognitive abilities. The professor should keep in mind that freshmen students typically have lower cognitive abilities than senior students, but senior students in different schools and even in different disciplines may have different abilities because of their prior learning experiences. Those students with higher cognitive abilities will be able to more readily understand abstract concepts. The professor should use more concrete information for beginning college students and a mixture of concrete and abstract information with advanced college students. Wilkins (1996) evaluated the learning styles of criminal justice majors to determine which teaching styles might be more suitable to their particular learning needs. Using the Myers-Briggs Type Indicator, she determined that the sensing-thinking learning style was predominant among the criminal justice majors in her study. Such students tend to learn better when more concrete, practical methods are used.

Wilkins (1996) suggests that the typical theoretical and abstract lectures often used in criminal justice may not be consistent with the learning styles of many criminal justice students and that more practical learning activities should be integrated with the lecture. This can be accomplished by providing the students with concrete examples of the abstract concepts under discussion. Any visual tool or concrete experience that illustrates the information can be useful. For example, when teaching criminological theory, diagrams of the major assumptions of theories can be presented with an overhead projector or PowerPoint™ and the students can be given handouts with the same diagrams. One good example comes from a criminal justice research methods course where concepts are often abstract and confusing to undergraduates. In attempting to teach students about sampling and the central limit theorem, the professor can actually draw samples of students from the classroom to illustrate how the theorem works and how it is used in actual sampling. Objects, such as marbles or coins, can also be used to help illustrate the theorem.

Students are also more likely to learn when they are rewarded rather than punished. Professors should be careful of punitive approaches in the
learning process. Students react negatively to punishment, which can inhibit the learning process. Challenging students is an acceptable way of creating learning as long as it is done positively and rewards are associated with the process. For example, students understand that they will lose credit when work is done improperly, but they grow frustrated when the punishment seems excessive or unfair. Students also differ in the approaches they find rewarding, so various approaches should be used.

Learning is also enhanced when professors provide cognitive associations to help students remember information. At the lower levels of cognitive development, students learn best through recall and recognition and at the highest levels students learn best through synthesis of complex information and critical evaluation (Bloom, 1956). Professors should create a mixture of learning events that work well with each level of cognitive development and should be sure to connect all information to the larger network of knowledge. In research methods, for example, teaching validity and reliability without connecting these issues to the larger research process makes learning these concepts difficult for students.

A major tool in the learning process is the ability to discern similarities and differences in information. The professor should clearly emphasize similarities and differences in course material. Doing so will not only teach students how to organize and synthesize the current material, but will also teach students the process for subsequent information processing.

The use of images also enhances the learning process especially since many students learn best through images. Many criminal justice concepts can be taught with images. In research methods courses, the relationship between variables can be taught using three-dimensional models. A role play assignment involving a judge, a prosecutor, a defense attorney, and an offender can evoke a lasting memory in the minds of students in a criminal court course who are learning how the courtroom workgroup operates. In a police course, students can engage in mock police-citizen interactions to illustrate the use of discretion, the application of the law, and even police-community relations.

Positive and negative emotional attitudes can affect the learning process. Professors should recognize how students may react to emotional issues such as the death penalty, parole, plea bargaining, and other such topics. For example, when undergraduate students are taught that over ninety
percent of criminal cases are plea-bargained, some students may react with disbelief. They are often shocked and become angry because their view of the criminal justice system, in which all cases go to trial, has been shaken. The professor should be prepared for this by teaching in such a manner that students gradually become aware of the critical point that might disturb them. This can be accomplished in the criminal court course by first introducing the courtroom workgroup concept and why each actor wants to plea bargain. When the ninety-percent figure is finally quoted, the students are emotionally prepared.

Finally, anxiety can affect the learning process. Being aware that students are anxious about the learning and grading process, the professor should make course requirements very clear and should reassure students throughout the learning process. This is a particular problem in criminal justice statistics courses, where students often have a major fear of mathematics. Reassuring students that the professor understands this fear and that fear is normal is very helpful. Telling students that they can get outside assistance from the professor and that the professor will reteach tough concepts helps to reassure students as well.

Lesson planning is an essential part of course development. Clearly, it involves much planning and an understanding of the learning process. Successful teachers find that thorough and thoughtful lesson planning permits them to integrate their teaching abilities with the needs of their students. Again, the important issue is interaction. Learning is not passive, but active. Working on each lesson to make it exciting, stimulating, and worthwhile is a time-consuming process, but an important one.

Hopefully, all the lesson plans for a course can be developed before the first class period. However, the realities of time and workload are likely to prevent this. As many lessons as possible should be developed beforehand, but the same standards should be applied to the subsequent development of additional lessons, even when planned the night before.

_Component Four: Testing and Grading._ In developing a course for teaching, professors also should be conscious of testing and grading issues at the college level. Graduate students often feel they have had vast experience in test taking which should make them experts at test making. This, however, is not the case once they become aware of the multiple forms of testing and all the issues related to grading.
Testing has three major purposes. First, tests allow the teacher to assign grades. Second, testing permits students to learn. Tests are an assessment of what they know and what they need to learn. Third, tests motivate students to learn. Many students do not complete the reading and studying of material until they are faced with an exam (Johnson, 1995). Unfortunately, many students usually are not aware of the purposes of tests. In fact, professors commonly are faced with much frustration and sometimes even aggression when giving their students tests (McKeachie, 1999). Professors must somehow reconcile the important purposes of testing with the apprehension and anxiety of their students.

Professors should study testing methods and grading issues from the educational literature and then develop a testing plan for their course. This means deciding how many and what types of tests will be given, constructing sample questions, and discussing how tests will be graded. It is important that the proposed test plan enhances the learning process and that emphasis is given to objective grading. For criminal justice courses, this means matching testing methods with cognitive abilities. Some professors tend to use one testing method with all the courses they teach and all the different student types they teach. Complex testing methods should be used more often with students who have higher cognitive abilities. At the lower levels of cognitive ability, simple and complex testing methods, such as multiple choice and essay, should be mixed to assist students developmentally.

The test plan is simply an overview of the tests proposed during earlier assessment development. It is important to look at the number of tests planned, the schedule of testing, test grade weights, the materials to be covered on each test, test preparation, and grading. When this is analyzed in totality, it permits the professor to discover any problems that might not be discovered on any one exam. First, the professor should determine if there are too few or too many exams. Second, a course calendar can reveal that exams are scheduled too close together or too close to holidays. It could be that exams are too far apart. The first exam may be scheduled at the midterm and be beyond the drop-date of the class. Students wishing to drop after receiving their first grade would not be able to do so. Third, the exams may have too little grade weight in relation to the effort expected of the students or vice versa. Fourth, it could also be that the professor does not realize that a tremendous amount of material is to be tested on one exam and relatively little
on another exam. Fifth, the professor also should examine plans to help
students prepare for the exam. Will there be in-class exam reviews, out-of-
class reviews, or no reviews at all? Finally, has the professor thought about
what a correct or good answer will be for exam questions? This may seem
unimportant to do since a professor should know what a good answer is, but
how does the professor teach the material if thought has not been given to the
evaluation of that knowledge.

Component Five: Learning Techniques. Professors should also
examine information on the learning process and how it is affected by
classroom dynamics. They should complete an analysis of their course by
reviewing the types of learning techniques they plan to use.

The educational research literature has changed its emphasis on
learning by reinforcement with the acknowledgment that learning is more than
simple association. Rather, learning takes place in the structured storage
network of the brain. The basic elements of this storage network are the
meaningful concepts or images taught at the beginning of learning about a
particular subject matter, such as learning letters and sounds, before moving
to the more complicated efforts of word construction. Once those basic
structures are in place, teachers add more details to existing structures and add
on new structures (McKeachie, 1999).

So how do professors teach in such a way that students develop these
structured storage networks? First, information should be organized in a
logical manner, which will permit students to learn it in the structure most
conducive to memory storage and retrieval. Second, professors should vary
problems so students can apply the basic knowledge to new situations.
Students also should be taught to verbalize the common elements of these
situations so that the process can be easily recalled in the next situation. Third,
application of basic knowledge to complex situations means placing students
in active learning situations. Finally, practice is not enough. The professor
should provide feedback to reward correct learning and to modify incorrect
learning (McKeachie, 1999).

To assess their learning techniques, professors should analyze the
reading, writing, observational experiences, and guest lectures they will use in
the course. Emphasis should be placed on a thorough analysis of reading
assignments for the course. Because textbook material is organized in a
traditional format, some professors rely on the existing structure of the text
and spread it out across the semester. Professors should carefully choose required and suggested readings to correspond to course goals and objectives and to enhance the learning process. The content and level of the readings should be analyzed to determine relevance to the learning process. The following questions should be addressed. Are the readings organized in a logical manner corresponding to the course plan and the manner in which typical students learn? Are the readings varied such that many aspects of the course content can be explored? Will the readings be integrated into classroom discussion? Will students be expected to engage in active learning techniques corresponding to their reading? Finally, will there be opportunities for the professor to provide feedback on the students' understanding of the reading?

These same questions should be addressed for the writing assignments. For example, in a criminological theory course, the goal is to be able to apply theory to real situations. The writing assignment, the objective to achieve that goal, is to write an essay which applies at least two different theories to an actual criminal behavior scenario and explain why the behavior might be occurring. This particular writing assignment can be placed at a logical stage in the course when students are prepared to do it, and it gives them the opportunity to apply the knowledge they have learned. It also creates a chance to integrate the writing assignment with classroom discussion and produces an occasion for feedback from the professor.

Observational experiences are those in which students are expected to leave the classroom for observational experiences (field trips, internships) based on course material. Observing a felony trial is an example of an observational experience intended to correspond with material covered in a court class. Guest lectures permit the professor to bring experts into the class to discuss relevant topics. Professors should evaluate their course plan for situations in which observational techniques and guest lectures could be integrated. Using the same set of questions used to evaluate course readings, professors can assess the utility of these techniques for their courses.

**Component Six: Computer-Assisted Learning.** While traditional learning techniques such as reading, writing, observation, discussion, and debate will always be part of the learning process, computer-assisted learning creates many new learning opportunities for students. The key is to determine how computer technology can enhance student learning.
information interaction is accomplished with technologies such as the Internet, which provide information to students, but it lacks the interaction provided by the professor. Person-to-person interaction is found with online courses and distance learning (Moore and Kearsley, 1996). Online courses and distance learning use e-mail, listservs, interactive television, and electronic educational learning servers such as Blackboard™ and WebCT™, which permit the professor to interact with students at remote sites and create new learning venues.

To use these technologies in the educational process, professors must first have the skills and abilities to use the technology effectively. If professors have lacked basic teacher education, imagine the lack of preparation for computer-assisted learning. Again, professors must acquire these skills in some way. They must begin by overcoming any apprehension they may have about the technology, and then they must learn what they need to know. Professors can learn these skills from formal courses, self-instruction, or actual experience (Moore and Kearsley, 1996). Previous learning efforts may have been frustrating since many of the technologies were not always user-friendly, but these technologies have been improved and are now very simple to learn and use. Numerous courses exist on using e-mail, the Internet, PowerPoint™, BlackBoard™, and other technologies found to be useful in the learning process. Many professors gain sufficient knowledge from self-instruction.

All of these technologies are communication tools. Once the professor has acquired the skills, the professor must decide how to use them to communicate with students. These technologies should be integrated with course planning to determine how computer assisted learning can be used to accomplish the goals and objectives of the course. The tools can be used for discussion, debate, testing, problem-solving, and numerous other learning activities.

While real-time communication with students in a traditional classroom may seem like second-nature to many professors, online and distance learning environments require a different set of teaching skills beyond just an understanding and familiarity with the technology. How does a professor perform the basic tasks of presentation of materials and evaluation in an electronic forum? Even more difficult are the tasks of stimulating motivation, having students apply knowledge, and providing student support.
Many professors find they are good at these interpersonal and psychodynamic teaching skills in the traditional classroom, but the challenge is creating the same processes electronically.

The goal in the traditional classroom is to make learning active so that more learning occurs. The challenge to do this in an electronic classroom is much harder because many students are products of the television generation. They have grown up being socialized by passive television viewing in which they have come to expect entertainment. Since the computer-assisted learning environment resembles the television environment, the tendency will be to become passive and wait for the entertainment. Whereas presentation works well in the traditional classroom, it will create vast passivity when used extensively in the electronic classroom. Professors must make electronic learning active through participation. The goal is to create more social interaction. Evaluations of students in electronic classrooms indicate these students enjoy and appreciate efforts to create more participation opportunities (Hackman and Walker, 1990). As a result, professors must go beyond presenting information. They must also interact with each student individually to guide their learning and to also extensively organize interactions among students to help them create, apply, and test their knowledge of course material (Moore and Kearsley, 1996).

One of the issues with electronic learning is not being able to see student reactions. A significant amount of communication is visual in the classroom and without that opportunity, adaptations have to be made. It is hard to establish rapport and to get a sense of our students without seeing them. Any opportunity that can be taken to create a visual relationship is helpful. Streaming video lets the professor be seen in an online class. Meeting a few times with students real-time instead of online can be helpful.

Teaching effectiveness at a distance is dependent on the professor's pedagogical competency with the technology. In an interactive television situation, the professor should learn how to behave in front of the camera. Workshops and readings on this subject are helpful. Preparing a lecture for online courses is far different from preparing the lecture for a real-time class. It has to be written to capture the student's attention. Therefore, good writing skills are of critical importance.

Student support in a real-time classroom comes with the territory, but in a distance learning environment, it is imperative that the teacher pay
even closer attention to student motivation and anxiety. Students typically get motivation from the professor and their fellow students. They also express their anxieties to the professor and fellow students. In a distance learning environment, there may be no peer support and no routine of attending class. It is up to the professor to create peer support when possible. Creating online discussion groups for students will allow them to communicate and to get to know each other, even at a distance. It is also possible to create routines for them at a distance. Online group discussion work, student assignments, and reading assignments should have posted deadlines. All of this will provide the structure and motivational support obtained in a real-time classroom.

Professors in a distance learning environment should also be more attentive in the beginning of the course than they are in a traditional course. Students will be more anxious and stressed with the new learning situation. The professor should be encouraging and create opportunities for confidence building. Much of their anxiety will come from the use of the technology. Students will fear they will be incompetent with the technology. The professor should plan to get students actively involved immediately. They should use the technology to introduce themselves to the professor and each other. In addition, they should experiment with the tools for a week or so without penalty. Students should also be encouraged to contact the professor with any questions or concerns they may have. The professor should also contact the students and maintain encouragement.

There are numerous computer tools to be used in the learning environment. In a traditional classroom, students need to ask questions or comments. Students also need opportunities to construct knowledge in the company of others. In a computer-assisted learning environment, e-mail can be used for simple communication, although it can become taxing for the professor to respond to so many e-mails. However, it is often a good place to start. Simply have students use e-mail to ask questions and to communicate. It also helps students get familiar with using the technology in the classroom, especially since many of them already use e-mail regularly.

Listservs are more sophisticated and permit a set of e-mail addresses to be connected so everyone can see the discussion going on among a group of students and the professor. Listservs are often useful when a professor wants to extend class discussion outside the classroom. Students may be hesitant to participate at first, but the solution is to make participation part of the
participation grade for the course.

Electronic educational learning server systems such as BlackBoard™ and WebCT™, purchased by a university or college for professor use, are a helpful learning tool. The system server manages all of the technologies, including e-mail and Listserv, used by the instructor and the students. It keeps the instructor from having to spend time on technology issues. The professor just uses what already exists on the system. Using Blackboard™ for a course, the professor can post all course material on the server site designated for the course. Only students registered for the course have access and they can locate the course syllabus and any other course materials needed. The professor develops course materials using WORD™ or PowerPoint™ and places them on the server. Online class discussions can take place synchronously with chat rooms or asynchronously with the discussion board (Wolcott, 1994). Students can respond to professor questions, student questions/comments, and even work on problem solving. The professor can post problems to be solved and have the entire class, or individual groups, work on problems using course materials. Grading can be participatory or outcome-based. Blackboard™ also permits student testing. The professor places an exam on the server and students can take timed or untimed tests. Blackboard™ permits the students to receive instant exam feedback from the professor. Students can be assigned passwords to protect the integrity of the exam process.

Distance learning uses all of these technologies plus interactive television (ITV). Students at remote locations can actually be “present” for real-time classes. The skills needed to use ITV are fairly simple and are dependent on local technologies. A few simple lessons on how to use the cameras and the microphones are typically sufficient. The difficult part is getting familiar with teaching in this venue. It can initially feel restrictive since you must press numerous buttons and pay attention to technical equipment, but it becomes familiar fast.

All of these technologies will enhance learning if we take the time to integrate them with the development of our goals and objectives in course development. While some professors may resist the demand for such technology use, it may help to remember that with these technologies, many new student populations are now able to obtain education that they never could before. With technology, mothers with young children, the elderly, the
disabled, people who live great distances from a college or university, and people who desire to attend a particular school or obtain a certain degree can now obtain education (Moore and Kearsley, 1996).

Component Seven: Teaching Feedback. Professors should remember that learning to teach is an ongoing process that can never be fully completed. Feedback through student evaluations, as well as through other forms of information, is important to their continued development as quality educators. Professors should create their own teaching evaluation system in which they collect student evaluations and other forms of information they feel comfortable using and use the results to modify and improve their teaching, including course revision.

Typically, teaching feedback is obtained through official teaching evaluations administered by the school. While official evaluations are a common method, their validity and utility is highly suspect. The educational literature suggests that multiple methods be used to assess teaching to overcome the shortcomings of the official method and to enhance the feedback process (McKeachie, 1999). Other teaching evaluation methods that are suitable for criminal justice professors include the teaching portfolio, peer review, and presentation videotape.

The teaching portfolio is a collection of materials, which the professor puts together as he or she teaches. For each class taught, the professor collects the syllabus, exams, exercises, and any other materials that represent the activities that took place in the course. In addition to those materials, the professor should include official evaluation statistics, informal evaluation statistics, student comments, and a self-evaluation of the course. In the self-evaluation, the professor evaluates the course as he or she taught it to determine which aspects of the class were successful and those that were less than successful.

The professor should take note of any unusual events or unique characteristics of the class that led to the particular learning outcomes of the class. For example, if teaching an emotionally charged class, such as criminal justice professionalism and ethics or perhaps family violence, the professor may find that emotional reactions to the course material or class discussion either impeded or enhanced the learning process. At first, it may appear that emotional reactions were detrimental to the learning process. In retrospect, however, the professor finds that although such emotions were difficult to
manage at the time and some students were uncomfortable, the emotions actually promoted some of the learning the professor wanted to create. This critique allows the professor to not only express why learning may have been problematic in the particular class for some people, but also records the techniques that proved useful and should be used in the future. The next time these emotions and situations arise, the professor will be more prepared to manage these emotions and to guide the learning process. This information can also be used to interpret the non-descriptive, and often invalid numerical results of the official evaluation.

Peer review is also useful in the evaluation of criminal justice courses. The criminal justice discipline is composed of a diversity of courses, many of which are taught in very distinct ways. Criminal law courses, psychology courses, and research and statistic courses are extremely unique in content and the manner in which they are best taught. The result for new and veteran criminal justice professors is a multitude of role models to choose from and a diversity of skills they need to acquire. Permitting some of these role models to evaluate your class can be very beneficial. The professor can choose two or three uniquely different professors whose teaching they admire and/or whose reputations identify them as superior teachers. The professors should be asked to observe one or two lessons and critically evaluate the teaching of the professor. They should also be asked to provide suggestions for improvement.

Professors can also videotape selected lessons and self-evaluate the videotape for improvement. This permits professors to observe their own teaching skills and to observe the reactions of the students. In criminal justice courses this can be helpful because it permits some professors to see themselves teaching for the first time and gives them a base-line measure for improvement. Professors can also identify whether teaching techniques for particular courses are working as expected. For example, in a criminal justice research methods course, the professor may be using the computer to enhance the learning process. Because the professor's attention is primarily focused on using the computer to teach the students, he or she may not be able to sufficiently monitor student reactions. The videotape permits the professor to evaluate the entire process for improvement.

Component Eight: Classroom Dynamics. In addition to the issues discussed above, it is important to understand classroom dynamics
because these dynamics can create barriers to the learning process. Human emotions are the primary issue when it comes to understanding how classroom dynamics can inhibit the ability of students to work in the classroom. As humans, both students and teachers are seeking to satisfy the basic human needs of affection and control (Lowman, 2000).

Mann (1970) identifies several student types that are common among all students, including those in criminal justice classes, which can affect classroom dynamics. The anxious-dependent types are those students who appear more concerned about grades than learning. These students typically do not trust professors and may expect trickery and deceit on the part of the professor. Professors should try to help these students expand their dualistic perceptions and should work with them by answering their questions with as much patience as possible to help reduce their anxiety.

The compliant types are dependent on the professor and just want to learn what the professor expects them to learn. These students perform well, but are unlikely to be creative and think independently. Professors can first acknowledge their dependency, but then help them to become more independent.

Discouraged worker types are cynical about the learning process. They are often burned out because they may have worked hard to achieve and been less than successful or it may be because they are older and have family and/or job constraints that dampen their enthusiasm for the learning process. Discouraged workers often reveal themselves through resistance to complex knowledge in the discipline, such as theory, statistics, or computers. They usually claim that they see no need to learn this information. Getting to know these students before and after class can assist these students by creating an opportunity to learn about the cause of their difficulties. They may indeed see no reason to learn this material, but more than likely this is a reaction to their feelings of inadequacy regarding the learning of complex material. Helping the students to understand that their feelings are common and that difficult material can be simplified is beneficial. Telling students that many people are resistant to theory or statistics acknowledges their feelings. The professor should then spend time discussing why such knowledge is important and how it will be useful in the field. Students may still feel discouraged, but at least they understand why the material is in the curriculum and they may be more open to learning.
Independent students are those who learn on their own and who are willing and able to be creative. These students tend to be juniors and seniors and are often happy in good learning environments. However, they will most likely be the leaders of a student grievance group if the learning environment is poor.

Heroes and snipers are common in criminal justice courses, especially those courses that are emotionally charged, such as policing or ethics courses, or appear to be based on common sense, such as introduction to criminal justice courses. Heroes are like independents with their independent work style and creativity. However, they go to great lengths to be noticed. They make great public promises about their abilities and then often fail to follow through. They are typically argumentative and love to show off. Professors should hold these students to the same standards as the rest of the class although they will claim they are capable of more. For example, in an introduction to criminal justice course, when asked to write a term paper, they may want to go beyond the original assignment and do something more complex. It is best to hold them to the structure of the course and show them you expect the great things of them they have promised.

Snipers are hostile and cynical toward college teachers. They have high opinions of their abilities, but believe that the professor will not give them a fair chance. They make cutting comments, but retreat quickly when engaged by the professor on the comments. The professor should respond to the comment, but be careful not to reject the student. Consistent interaction with snipers tends to reduce the problem. It should be noted that female and minority professors tend to suffer with snipers who will use gender and/or race as an excuse for their hostility. A student may decide that his difficulties in a class are the fault of a female professor, who, in his opinion, has no credibility in criminal justice. His perception of credibility may be premised on his lack of knowledge of the roles women have in the criminal justice field or perhaps his antiquated notions of gender-role stereotypes. Establishing credibility with snipers can be especially difficult for female and minority professors. These professors should not become defensive or back down. Administrative support is also helpful. Faculty mentoring can help these professors get through sniper situations.

Attention-seeking students come to class to socialize with other students and/or the professor. The job of the professor should be to expect
these students to work hard so that these students understand that the
professor’s acceptance of them will be based on more than just their social
skills.

The final type often found in criminal justice courses is the silent
type. These students remain silent during class discussions. These students
typically want a close relationship with the professor, but are afraid that the
professor does not like them. They think they are not smart enough to be
recognized by the professor as a valuable member of the class. Silent students
should not be ignored. The professor can create situations to break the ice.
Smile and make eye contact with them during the lecture. Speak to them
before and after class. Also, remind them to stop by during office hours. Silent
students will often take advantage of this opportunity.

**Component Nine: Teaching Style.** Professors should also
evaluate their teaching styles. Teaching style is diverse and develops as part
of the educator’s personality, values, ideas about teaching, and the environment
in which they teach. Professors should make themselves aware of these
various styles to help them identify their own and how they can best manage
that style to promote learning for their students. Professors’ styles typically
fall somewhere on a two dimensional continuum. The two dimensions are
intellectual excitement and interpersonal rapport (Lowman, 2000). Both
dimensions interact to promote learning for different types of students.
Consequently, professors attempt to adapt their styles to combine the best
qualities of both. Intellectual excitement involves clarity of presentation and
emotional impact on students. Interpersonal rapport involves dealing with
interpersonal dynamics and increasing motivation, satisfaction, and
independent learning.

**Component Ten: Ethical Dilemmas.** Finally, all professors
should understand the ethical dilemmas of teaching so that they will have an
appreciation for the ethicality of their role. Ethical dilemmas in teaching occur
when the multiple responsibilities of the teacher conflict with each other. It is
imperative that professors know the potential conflict of the roles they will be
facing and how to handle those situations when they arise (Chism, 1994).

A typical ethical dilemma that can arise in criminal justice courses is
unfair treatment of students. Because many criminal justice courses include
coverage of values and philosophies, a danger arises when the professor
attempts to force his or her perspective on students. The professor’s job is
rather to help students learn to evaluate different positions on issues.

Another form of unfairness results from the growing diversity of criminal justice students. The numbers of female, minority, disabled, and gay or lesbian students are increasing. Professors should be aware of these demographic changes and how their teaching behaviors can affect these students. Traditional teaching styles and teaching activities may unintentionally harm some of these students. Studies conducted on criminal justice textbooks have evaluated the degree to which the authors exclude references to affected classes and the particular issues they face in criminal justice. The studies have revealed that some textbooks contain detrimental information and some omit critical diversity information (Wright, 1992; Dorwarth and Henry, 1992; Mahan and Anthony, 1992; Walker and Brown, 1995).

Sexual harassment of students is related to the growing diversity of criminal justice students. With more women in the field today, the potential for sexual harassment is higher. Many professors claim they would never sexually harass a student, but they may see nothing wrong with having personal relationships with students. While these relations may be consensual, there is still a power differential issue, which can create problems for the student and can create perceptions of professor unfairness (McKeachie, 1999).

Professors should also strive for consistency with their students. A professor should analyze the ethical nature of making exceptions. The willingness to make an exception for one student may create an unfair advantage for that student relative to others in the class. For example, a highly personable student may not perform well in class so she asks for the opportunity to do some extra credit to improve her grade. She has indicated that family and work problems have kept her from performing at her full capacity. If she is given the opportunity, what about the other students in similar circumstances? Consider some of these solutions. One, do not give the opportunity because it would be unfair to the rest of the students. Two, give all the students the opportunity. Three, create opportunities for grade improvement throughout the course so that students do not feel the need to ask. For example, have students write one-page papers on current events and how they relate to the course material. These are not course requirements, but are used for bonus points to be added to exam grades.
CONCLUSION

Professors have a strong influence on their students. The primary goal of professors is to educate their students to become competent members of society and their discipline. In that endeavor, it is critical that professors possess the skills they need to ensure learning takes place. Graduate curricula place a heavy emphasis on the knowledge base of the discipline and the research skills which will permit graduates to impact their field, but these same curricula may neglect the teaching component. Criminal justice educators play a vital role in preparing their students to be functional members of society, able to meet the demands of a complex world. It is not enough to produce research and use whatever innate teaching skills one might have to teach students.

Professors should engage their students in an interactive learning process that acknowledges how students learn. To do this, professors should possess the skills needed to promote learning. While some professors may have some of these skills, many more would like some level of preparation.

The teaching model presented in this book provides information that can be used to develop a teaching course for graduate students. (See Appendix A for a Teaching Course Syllabus, including suggested topic coverage and an assignment list.) The model is also useful for criminal justice graduate students who do not have the benefit of such a course. Finally, the model can be used to guide the faculty development of new and veteran professors who want to improve their teaching. (See Appendix B for additional readings.)

In summary, the use of this teaching model is a valuable tool for those committed to criminal justice education in the twenty-first century. Education and the practice of teaching are changing quickly. With online and distance learning, new populations of students, and a quickly changing discipline, professors must be prepared to meet the needs of their students and the discipline of criminal justice. Criminal justice programs and those who teach in them desire to provide learning outcomes that benefit the student, the discipline, and society (Collison, 1989). This means that quality teaching will only become more important.
REFERENCES


Appendix A

Teaching Course Syllabus

COURSE GOAL
The student should gain an understanding of the issues in college teaching and the components of course development.

COURSE OBJECTIVES

Goal One: The student will learn about the major issues in college teaching.

Objective One-A: The student will discuss readings on college teaching and adult learning.

Objective One-B: The student will engage in online learning to understand the usage of this method of teaching.

Goal Two: The students will learn the components of course development.

Objective Two: The student will develop a course for teaching at the college level.

REQUIRED TEXTS


COURSE REQUIREMENTS

Class Discussion. We will discuss the readings each week. Come to class prepared with questions and scenarios to be addressed.

Presentations and Feedback. On the last day of class, you will present a 15-minute lecture from your course for feedback.

Course Development. You are to pick a typical criminal justice course for development. You will create a course plan and post the elements of the plan electronically for feedback. Everyone in the class will provide feedback electronically.

Assignment #1: Course Description
Assignment #2: Syllabi Construction
Assignment #3: Preliminary Assignment Development
Assignment #4: Lesson Plan
Assignment #5: Testing Plan
Assignment #6: Learning Process Plan
Assignment #7: Feedback Plan

Technology Research: Because education and technology have been integrated through distance and on-line learning, we will be using technology throughout this course. To help you learn about this topic, you will assist in the compilation of information on this topic.

Interview with instructor using technology.

Annotated bibliography of one technology article.

COURSE SCHEDULE

WEEK 1  Introduction of Course
          How to use Blackboard™

WEEK 2  Courses and Curriculums
          Assignments 1 and 2: Course Description and Syllabus Construction Due
          Reading: McKeachie Ch. 1 and 2; Weimer Ch. 3

WEEK 3  Online Discussion using Blackboard™
          Feedback on Course Descriptions and Syllabi

WEEK 4  Assignment Development
          Assignment 3: Preliminary Assignment Development Due
          Reading: McKeachie Ch. 3, 10, 11; Weimer Ch. 7

WEEK 5  Presentation of Material
          Assignment 4: Lesson Plan Due
          Reading: McKeachie Ch. 5 and 6; Weimer Ch. 6

WEEK 6  Testing and Grading
          Assignment 5: Testing Plan Due
          Reading: McKeachie Ch. 7 and 9; Ory and Ryan

WEEK 7  Online Discussion using Blackboard™
          Issues in Classroom Dynamics to be discussed

WEEK 8  Learning Processes
          Assignment 6: Learning Process Plan Due
          Reading: McKeachie Ch. 14, 17, 26, 27; Weimer Ch. 4

WEEK 9  Classroom Dynamics
          Reading: McKeachie Ch. 4, 18, 19, 21; Weimer Ch. 2

WEEK 10 Development of Teaching Style, Interpersonal Skills, and Classroom Performance
          Reading: Weimer Ch. 1; McKeachie Ch. 25

WEEK 11 The Ethics of Teaching
          Reading: McKeachie Ch. 20 and 24

WEEK 12 Teaching Feedback
          Assignment 7: Feedback Plan Due
          Reading: McKeachie Ch. 23
          Interviews and Annotated Bibs Due

WEEK 13 Professional Issues in Teaching
          Reading: McKeachie Ch. 8, 22, 28
          Interviews and Annotated Bibs discussed.

WEEK 14 Presentations and Feedback

WEEK 15 Presentations and Feedback
Appendix B

Additional Readings


Preventing Academic Dishonesty

Between 40 and 70 percent of all college students have reported cheating sometime during their academic career (Aiken, 1991; Davis, Grover, Becker, and McGregor, 1992). Researchers have begun to identify the factors that influence academic dishonesty (Aiken, 1991; Barnett and Dalton, 1981; Davis, Grover, Becker, and McGregor, 1992; Roberts and Rabinowitz, 1992). These include competition and pressures for good grades, instructional situations that are perceived as unfair or excessively demanding, faculty who are perceived as uncaring or indifferent to their own teaching or to their students' learning, lax attitudes on the part of faculty toward academic dishonesty, peer pressure to support a friend, and a diminishing sense of academic integrity and ethical values among students. Not all these factors are under an instructor's control, but there are specific steps you can take to prevent academic dishonesty:

- Inform students of academic standards for scholarship and conduct.
- Explain how cheating harms students and describe campus sanctions.
- Minimize the opportunities for cheating and plagiarism.
- Take visible actions to detect dishonesty so that students know you will not tolerate cheating. (Even if you don't actually carry out all the actions you say you will take, honest students will appreciate knowing that you care enough about academic integrity to take precautions.)
- If cheating occurs, respond swiftly with disciplinary measures and formal action.

The following ideas are designed to help you impart to your students the values of academic honesty and to help you set policies that encourage academic integrity.

General Strategies

Spend time at the beginning of the term discussing standards of academic scholarship and conduct. Cheating may mean different things for faculty and students ("Academic Dishonesty in our Classrooms," 1990). For example, students are often unclear about how much they can work with other students and under what circumstances. Describe for your students acceptable and unacceptable behavior, giving examples of plagiarism, impermissible collaboration, and other practices relevant to your class. Explain that cheating will not be tolerated, and discuss university policies, procedures, and penalties for academic violations. Some departments hand out written...
materials that define cheating and plagiarism and require students to sign a statement that they have read and understood the material. Here is an example of material that is distributed to students:

_Cheating_ means getting unauthorized help on an assignment, quiz, or examination. (1) You must not receive from any other student or give to any other student any information, answers, or help during an exam. (2) You must not use unauthorized sources for answers during an exam. You must not take notes or books to the exam when such aids are forbidden, and you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam. (3) You must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

_Plagiarism_ means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.

Make sure students know the criteria for evaluating their performance. Review students' work throughout the term so that they know you know their abilities and achievement levels. (Source: Malehorn, 1983)

Develop a climate and group norms that support honesty. For example, you may wish to take a vote in class to conduct the exams under the honor system (without proctors). (Source: McKeachie, 1986)

Learn to recognize signs of stress in students. Make students aware of campus resources that they can turn to for help if their grades are low or if they feel under pressure. Familiarize yourself with the services of your campus's student learning center and counseling center, as well as tutoring provided by student honor societies.

Ensure equal access to study materials. Establish a file in the library or department office of old homework assignments, exams, and papers. Or attach a sample of past exam questions to the syllabus. (Source: Singhal and Johnson, 1983)

Make students feel as though they can succeed in your class without having to resort to dishonesty. Give more rather than fewer tests. Encourage students to come talk with you if they are having difficulties. Minimize the threat of exams and grades. See "Allaying Students Anxieties About Tests" and "Grading Practices." (Source: Eble, 1988)

If you suspect students of cheating or plagiarizing material, confront them directly. Deal with the problem immediately. Don't join the 20 percent of faculty members who tend to ignore evidence of cheating (Tabachnick, Keith-Spiegel, and Pope, 1991). Talk

with a student about your suspicions and listen carefully to the student's response. Here is some specific advice (adapted from "Handling a Plagiarism Interview," 1987, p. 10):

- If you have qualms or hesitations, talk with an experienced colleague or your department chair before you meet with the student.
- Consult your campus student conduct office for specific guidelines and due process procedures.
- When you meet with the student, objectively explain the problem as you see it.
- Describe why this is a problem in grading or evaluating the student's work.
- Avoid using the words cheating or plagiarism.
- Project an air of concern for the student as an individual, but communicate the seriousness of the situation.
- Listen to the student's explanation.
- If a student denies any wrongdoing, question him or her about specific aspects of, say, the paper by asking for definitions of terms, interpretations, or restatements.
- Be prepared for pleas, excuses, and tales of hardship and extenuating circumstances.
- Show some sympathy if a student is distraught or upset. Suggest a referral to the counseling center, if appropriate.
- Explain what will happen next to the student.
- Take whatever official action your institution prescribes for handling student academic dishonesty.

**Plagiarism**


Consider the following source and three ways that a student might be tempted to make use of it:

**Source:** The joker in the European pack was Italy. For a time hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, as great powers, Mediterranean powers, and African colonial powers, were bound to take the lead against Italy at the league. But they did so feebly and half-heartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all. (J. M. Roberts, *History of the World* (New York: Knopf, 1976), p. 843.)

**Version A:** Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations; yet the efforts of England and France to take the lead against her were feeble and half-hearted. It
appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

Comment: Clearly plagiarism. Though the facts cited are public knowledge, the stolen phrases aren't. Note that the writer's interweaving of his own words with the source's does not render him innocent of plagiarism.

Version B: Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J. M. Roberts points out, this violated the covenant of the League of Nations. (J. M. Roberts, History of the World (New York: Knopf, 1976), p. 845.) But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and half-hearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all." (Roberts, p. 845.)

Comment: Still plagiarism. The two correct citations of Roberts serve as a kind of alibi for the appropriating of other, unacknowledged phrases. But the alibi has no force: some of Roberts' words are again being presented as the writer's.

Version C: Much has been written about German rearmament and militarism in the period 1933-1939. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the League of Nations, as J. M. Roberts observes, "feebly and half-heartedly because they did not want to alienate a possible ally against Germany." (J. M. Roberts, History of the World (New York: Knopf, 1976), p. 845.) Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing and bullying in the later thirties?

Comment: No plagiarism. The writer has been influenced by the public facts mentioned by Roberts, but he hasn't tried to pass off Roberts' conclusions as his own. The one clear borrowing is properly acknowledged.

Watch out for electronic plagiarism. With the growth of electronic bulletin boards, information servers, and electronic mail, students can obtain papers from students at other universities or have on-line access to encyclopedias, Monarch notes, or other source material. While there is little you can do to prevent abuse, letting students know you are aware of the possibility may deter potential cheaters. (Source: Bulkeley, 1992)

Tell students that resubmitting their previous academic work as a new product for your course is inappropriate. Ask students to check with you if they have a paper or project they submitted for another course that may be appropriate for yours. Some faculty work with students who wish to use a recycled research paper by allowing students to use a different statistical method to analyze data already collected or by letting students use the conclusions of their previous papers as springboards for topics

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Paper Topics

Assign specific topics. Design topics that are likely to require new research, that stress thought and analysis more than recall of facts, and that are challenging but not overwhelming. Topics that are too difficult invite cheating, as do boring, trivial, and uninteresting topics. See "Designing Effective Writing Assignments." (Sources: Eble, 1988; "Preventing Plagiarism," 1987; Singhal and Johnson, 1983)

Limit students' choices of broad paper topics. If given complete freedom, students may flounder and turn to commercially produced term papers or "file" papers as an easy out. (Source: "Preventing Plagiarism," 1987)

Change the assignments for each offering of a course. Changing the topics or assignments prevents students from simply appropriating an essay from someone who has already taken your course. (Source: "Preventing Plagiarism," 1987)

Writing Demystified

Give a short lecture on how to research and write a paper. Let students know what you expect of them and how they can proceed. Some campus libraries offer consultation services to students on developing research skills.

Discuss in class the difficulties of writing. Help students understand that the anxieties or blocks they face are a normal part of the writing process. "If, in the classroom, you emphasize the stages of the composing process and the normal tribulations of every writer, your students may be less likely to conclude that cheating is the only feasible way of getting from an assigned topic to a finished paper" (Handbook for TAs, n.d., p. 18).

During the term schedule a variety of short in-class papers. In-class assignments help students develop their writing skills and help you determine their abilities. Instructors who assign only one paper a term have a hard time judging whether that assignment is the student's own work. See "Helping Students Write Better in All Courses." (Source: Malehorn, 1983)

Early in the course require students to come in to discuss their paper topics. Again, later in the course, ask them to share outlines and to discuss how they plan to organize and present their ideas and findings. This approach not only helps students write better papers but also allows you to see students' ideas develop. (Source: "Preventing Plagiarism," 1987)

Preparation and Submission of Papers

Require students to submit first drafts. Quick comments on first drafts can help
students improve their writing skills. See "Evaluating Students' Written Work."

Request that final versions of papers be handed in with drafts. Ask for note cards and outlines as well. Also ask students to turn in the original version and one duplicate. Keep the copies for your files so that you can consult them to identify pirated or purloined papers the next time you teach the course. (Source: Malehorn, 1983)

If possible, collect papers from students during class. This will only work if your course size is not too large. If papers are turned in at a department or faculty office, consider using locked mailboxes with slots for collection.

Consult the catalogue descriptions of term paper firms. If you suspect a student has purchased a term paper, you may wish to review the catalogues of paper factories. Ask your campus office of student conduct for any catalogues on file.

Exam Questions

Change exam questions as often as is practical. Ask students and (graduate student instructors, if you have them) to submit prospective questions. With judicious editing, some will be appropriate for the exam and others could form the basis of an item pool. See "Quizzes, Tests, and Exams."

For multiple-choice exams, use alternate forms. Scramble the order of questions, and color code the different exams. Some researchers suggest rearranging both test questions and answers (Aiken, 1991). Or collate the pages in different orders, if possible. (Source: Singhal and Johnson, 1983)

Create individualized tests for students, if appropriate. Using a computer, a faculty member in business creates customized assignments for students. In a tax accounting course, he varies the sales price and monthly payment amounts to generate unique problems for each student (using four sales prices and four monthly payment amounts yields 64 different problems; upping each of these variables to six results in 216 different problems). Using software with word-processing, spreadsheet, and mail-merge capabilities makes it possible to create unique problems and the solutions for each so that scoring can be readily handled. (Source: Burns, 1988)

Keep exams, grade books, and rosters safe. Store all exam materials in locked cabinets, desks, or file drawers in your office. Make copies of computer grade files. (Source: "Preventing Cheating on Exams," 1985)

Test Administration

Make certain that you (or proctors) are in the room at all times. During an exam arrange for proctoring or plan to monitor the test yourself, unless your class is run on an honor system. Periodically walk up and down the aisles to actively watch students. Students have developed ingenious ways of cheating during exams: using systems of hand and feet positions, tapping corners of the desk to represent responses to multiple-

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choice questions, surreptitiously opening books or trading papers, using tiny cassette recorders filled with information. (Source: Davis, Grover, Becker, and McGregor, 1992)

Seat students randomly in alternate chairs. Have students place personal belongings on the floor rather than in empty seats. If needed, schedule an additional room.

In large classes, check students' photo IDs. Check photo IDs displayed on desks against class lists to be certain that each student takes his or her own exam. If you do this, let students know in advance you will be checking IDs. Or seat students in preassigned groups. For example, students could sit by section so that graduate student instructors can determine whether all their students are in attendance and that "ringers" are not taking tests. (Source: "Preventing Cheating on Exams," 1985)

In rooms with seat numbers, keep a seating chart. Hand out blue books or exams with prerecorded seat numbers. In rooms without seat numbers, pick up the exams in the sequence of rows. (Source: Singhal and Johnson, 1983)

Make certain that students have cleared the memories on their calculators. Before you distribute the exam or as students enter the room, check the calculators' memories to be sure they are erased. Also make sure that crib notes are not concealed in a calculator's cover. (Source: Putka, 1992)

Supply scratch paper. Do not permit students to use their own paper or pages of their blue books. One intrepid student reported writing answers on a paper flower and pinning it to her blouse. (Sources: Davis, Grover, Becker and McGregor, 1992; Singhal and Johnson, 1983)

Take action if you observe "wandering eyes." If you notice "wandering eyes," go up to the offending student unobtrusively and ask that he or she move to another seat where it is less crowded. If the student seems reluctant, whisper in his or her ear that you would prefer that the student move. If you observe cheating, position yourself near the offenders to discourage them. Or make a general public announcement: "Please do your own work." If you have suspicions about students, allow them to complete the exam, but take notes on what you observe. (Source: McKeachie, 1986)

Spend some time in the back of the room. Students who are thinking about cheating will have to turn around in their seats to see where you are. (Source: Singhal and Johnson, 1983)

Do not allow students to rush chaotically to turn their bluebooks in at the end of the period. Require students to sign an attendance sheet when they turn in their exams, or collect exams from students. Count those present at the exam to make certain that the number of examinees matches the number of exams. This will prevent students' claims that their exam was lost or misplaced but that they took it. (Source: "Preventing Cheating on Exams," 1985)

Blue Books

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Have students turn in blue books prior to the exam. Collect blue books at an earlier class meeting or as students enter the exam room, and then redistribute the blue books at random. (Source: "Preventing Cheating on Exams," 1985)

Require students to write only on the left-hand pages. Or ask students to leave a certain number of pages blank at the beginning of their blue books. (Source: "Preventing Cheating on Exams," 1985)

Examine all the blue books before leaving the classroom. One scam for cheating described by Moore (cited in Flint, 1992) involves a student's pretending to take the test but submitting a blank blue book without his or her name. The student then completes the test at home in a spare blue book using notes and materials. The completed blue book, with the student's name, course, and professor's name on the front, is then dropped outside the classroom, in the hallway, or outside the professor's office. The student depends on someone finding the blue book and returning it to the faculty member, who is supposed to think that it slipped out from the pile.

Scoring and Returning of Exams

Clearly mark incorrect answers. Use an inked X or slash mark to indicate wrong answers or blank spaces.

Let students know that you will be using computer programs to detect cheating on multiple-choice tests. Programs such as "Cheat-1" and "Cheat-2" compare students' responses and determine probabilities that pairs of students by chance will show the same distribution of answers (Aiken, 1991). Even if you do not actually use the software, telling students you may, may be sufficient to deter cheating.

If you permit regrading of exams, take precautions. Throughout the term photocopy the exams or quizzes of students who initially ask for regrading. Or photocopy a sample of all exams before returning them to students. (Source: "Preventing Cheating on Exams," 1985)

Return exams and assignments to students in person. This will work only if your course is small enough. Do not leave exams in the department office or on your desk for students to pick up. For large courses with GSIs, distribute exams in section. For large courses without GSIs, use techniques described in "Preparing to Teach the Large Lecture Course."

Fraudulent Excuses

Distinguish between fraudulent, legitimate, and unacceptable excuses. A legitimate excuse is based on events beyond a student's control; a fraudulent excuse is one fabricated solely to avoid an academic responsibility. In one study, researchers found that over two-thirds of college students admitted to using at least one fraudulent excuse to postpone an exam, turn in a paper late or not at all, or miss class. An unacceptable

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excuse, such as forgetting when a paper was due, may be truthful but is not a Justifiable reason for failure to do the assigned task. (Source: Caron, Whitbourne, and Halgin, 1992)

Clearly state your policies about accepting excuses. Let students know at the beginning of the term what you consider as acceptable and unacceptable excuses. Tell students that no excuse will be accepted without some type of proof of its validity. While it is clearly impossible to obtain evidence that all excuses are legitimate, just saying you will ask for documentation may discourage potential excuse makers. Better yet, try to structure your course so that students are not placed in situations where they might be tempted to lie. For example, allow students to miss a quiz without penalty. See "Allaying Students' Anxieties About Tests." (Source: Caron, Whitbourne, and Halgin, 1992)

Recognize that the excuse "my grandmother died" is more likely to be valid than fraudulent. Research shows few significant distinctions between the content of fraudulent excuses and legitimate excuses. Don't become so cynical that you dismiss every family emergency as an invention. (Source: Caron, Whitbourne, and Halgin, 1992)

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Defining and Avoiding Plagiarism:  
The WPA Statement on Best Practices

Plagiarism has always concerned teachers and administrators, who want students’ work to represent their own efforts and to reflect the outcomes of their learning. However, with the advent of the Internet and easy access to almost limitless written material on every conceivable topic, suspicion of student plagiarism has begun to affect teachers at all levels, at times diverting them from the work of developing students’ writing, reading, and critical thinking abilities.

This statement responds to the growing educational concerns about plagiarism in four ways: by defining plagiarism; by suggesting some of the causes of plagiarism; by proposing a set of responsibilities (for students, teachers, and administrators) to address the problem of plagiarism; and by recommending a set of practices for teaching and learning that can significantly reduce the likelihood of plagiarism. The statement is intended to provide helpful suggestions and clarifications so that instructors, administrators, and students can work together more effectively in support of excellence in teaching and learning.

What Is Plagiarism?

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:
Defining and Avoiding Plagiarism

1. submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and

2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

What are the Causes of Plagiarism and the Failure to Use and Document Sources Appropriately?

Students who are fully aware that their actions constitute plagiarism—for example, copying published information into a paper without source attribution for the purpose of claiming the information as their own, or turning in material written by another student—are guilty of academic misconduct. Although no excuse will lessen the breach of ethical conduct that such behavior represents, understanding why students plagiarize can help teachers to consider how to reduce the opportunities for plagiarism in their classrooms.

- Students may fear failure or fear taking risks in their own work.
- Students may have poor time-management skills or they may plan poorly for the time and effort required for research-based writing, and believe they have no choice but to plagiarize.
- Students may view the course, the assignment, the conventions of academic documentation, or the consequences of cheating as unimportant.
- Teachers may present students with assignments so generic or unperticularized that students may believe they are justified in looking for canned responses.
- Instructors and institutions may fail to report cheating when it does occur, or may not enforce appropriate penalties.

Students are not guilty of plagiarism when they try in good faith to acknowledge others’ work but fail to do so accurately or fully. These failures are largely the result of failures in prior teaching and learning: students lack the knowledge of and ability to use the conventions of authorial attribution. The following conditions and practices may result in texts that falsely appear to represent plagiarism as we have defined it:

- Students may not know how to integrate the ideas of others and document the sources of those ideas appropriately in their texts.
- Students will make mistakes as they learn how to integrate others’ words or ideas into their own work because error is a natural part of learning.

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Students may not know how to take careful and fully documented notes during their research.

Academics and scholars may define plagiarism differently or more stringently than have instructors or administrators in students' earlier education or in other writing situations.

College instructors may assume that students have already learned appropriate academic conventions of research and documentation.

College instructors may not support students as they attempt to learn how to research and document sources; instead, instructors may assign writing that requires research and expect its appropriate documentation, yet fail to appreciate the difficulty of novice academic writers to execute these tasks successfully.

Students from other cultures may not be familiar with the conventions governing attribution and plagiarism in American colleges and universities.

In some settings, using other people's words or ideas as their own is an acceptable practice for writers of certain kinds of texts (for example, organizational documents), making the concepts of plagiarism and documentation less clear cut than academics often acknowledge and thereby confusing students who have not learned that the conventions of source attribution vary in different contexts.

What are our Shared Responsibilities?

When assignments are highly generic and not classroom-specific, when there is no instruction on plagiarism and appropriate source attribution, and when students are not led through the iterative processes of writing and revising, teachers often find themselves playing an adversarial role as "plagiarism police" instead of a coaching role as educators. Just as students must live up to their responsibility to behave ethically and honestly as learners, teachers must recognize that they can encourage or discourage plagiarism not just by policy and admonition, but also in the way they structure assignments and in the processes they use to help students define and gain interest in topics developed for papers and projects.

Students should understand research assignments as opportunities for genuine and rigorous inquiry and learning. Such an understanding involves:

- Assembling and analyzing a set of sources that they have themselves determined are relevant to the issues they are investigating;
- Acknowledging clearly when and how they are drawing on the ideas or phrasings of others;
- Learning the conventions for citing documents and acknowledging sources appropriate to the field they are studying;
- Consulting their instructors when they are unsure about how to acknowledge the contributions of others to their thought and writing.

Faculty need to design contexts and assignments for learning that encourage students not simply to recycle information but to investigate and analyze its sources. This includes:

- Building support for researched writing (such as the analysis of models, individual/group conferences, or peer review) into course designs;
• Stating in writing their policies and expectations for documenting sources and avoiding plagiarism;
• Teaching students the conventions for citing documents and acknowledging sources in their field, and allowing students to practice these skills;
• Avoiding the use of recycled or formulaic assignments that may invite stock or plagiarized responses;
• Engaging students in the process of writing, which produces materials such as notes, drafts, and revisions that are difficult to plagiarize;
• Discussing problems students may encounter in documenting and analyzing sources, and offering strategies for avoiding or solving those problems;
• Discussing papers suspected of plagiarism with the students who have turned them in, to determine if the papers are the result of a deliberate intent to deceive;
• Reporting possible cases of plagiarism to appropriate administrators or review boards.

Administrators need to foster a program- or campus-wide climate that values academic honesty. This involves:

• Publicizing policies and expectations for conducting ethical research, as well as procedures for investigating possible cases of academic dishonesty and its penalties;
• Providing support services (for example, writing centers or Web pages) for students who have questions about how to cite sources;
• Supporting faculty and student discussions of issues concerning academic honesty, research ethics, and plagiarism;
• Recognizing and improving upon working conditions, such as high teacher-student ratios, that reduce opportunities for more individualized instruction and increase the need to handle papers and assignments too quickly and mechanically;
• Providing faculty development opportunities for instructors to reflect on and, if appropriate, change the ways they work with writing in their courses.

Best Practices

College writing is a process of goal setting, writing, giving and using feedback, revising, and editing. Effective assignments construct specific writing situations and build in ample room for response and revision. There is no guarantee that, if adopted, the strategies listed below will eliminate plagiarism; but in supporting students throughout their research process, these strategies make plagiarism both difficult and unnecessary.

1. Explain Plagiarism and Develop Clear Policies

• Talk about the underlying implications of plagiarism. Remind students that the goal of research is to engage, through writing, in a purposeful, scholarly discussion of issues that are sometimes passed over in daily life. Understanding, augmenting, engaging in dialogue with, and challenging the work of others are part of becoming an effective citizen in a complex society. Plagiarism does not simply devalue the institution and the degree it offers; it hurts the in-
quirer, who has avoided thinking independently and has lost the opportunity to participate in broader social conversations.

- **Include in your syllabus a policy for using sources, and discuss it in your course.** Define a policy that clearly explains the consequences of both plagiarism (such as turning in a paper known to be written by someone else) and the misuse or inaccurate citation of sources.

- **If your university does not already have one, establish an honor code to which all students subscribe; a judicial board to hear plagiarism cases; or a departmental ombuds-person to hear cases brought between students and instructors.**

2. **Improve the Design and Sequence of Assignments**

- **Design assignments that require students to explore a subject in depth.** Research questions and assignment topics should be based on principles of inquiry and on the genuine need to discover something about the topic, and should present that topic to an audience in the form of an exploration or an argument.

- **Start building possible topics early.** Good writing reflects a thorough understanding of the topic being addressed or researched. Giving students time to explore their topics slowly and helping them to narrow their focus from broad ideas to specific research questions will personalize their research and provide evidence of their ongoing investigations.

- **Consider establishing a course theme, and then allow students to define specific questions about that theme so that they become engaged in learning new ideas and begin to own their research.** A course theme (like “literacy” or “popular culture”) allows students and instructor to develop expertise and to support each other as they read, write, and engage in their research. Grounding the theme in a local context (such as the campus, or the neighborhood or city where the campus is located) can provide greater relevance to students’ lives. Once students have defined a topic within the course theme, ask them to reflect frequently on their choice of topic: about what they already know about the topic when they begin their research; about what new ideas they are learning along the way; and about what new subjects for research they are discovering.

- **Develop schedules for students that both allow them time to explore and support them as they work toward defined topics.** As researchers learn more about their subjects, they typically discover new, unforeseen questions and interests to explore. However, student researchers do not have unlimited time for their work—at some point, they must choose a focus for their papers. Conferences with students (sometimes held in the library or computer resource center) are invaluable for enabling them to refine their focus and begin their inquiry.

- **Support each step of the research process.** Students often have little experience planning and conducting research. Using planning guides, in-class activities, and portfolios, instructors should “stage” students’ work and provide support at each stage—from invention to drafting, through revision and polishing. Collecting interim materials (such as annotated photocopies) helps break the research assignment down into elements of the research process while provid-

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...ing instructors with evidence of students' original work. Building "low-stakes" writing into the research process, such as reflective progress reports, allows instructors to coach students more effectively while monitoring their progress.

- **Make the research process, and technology used for it, visible.** Ask your students to consider how various technologies—computers, fax machines, photocopiers, e-mail—affect the way information is gathered and synthesized, and what effect these technologies may have on plagiarism.

- **Attend to conventions of different genres of writing.** As people who read and write academic work regularly, instructors are sensitive to differences in conventions across different disciplines and, sometimes, within disciplines. However, students might not be as aware of these differences. Plan activities—like close examinations of academic readings—that ask students to analyze and reflect on the conventions in different disciplines.

3. **Attend to Sources and the Use of Reading**

- **Ask students to draw on and document a variety of sources.** Build into your assignments additional sources, such as systematic observation, interviews, simple surveys, or other data-gathering methods. Incorporating a variety of sources can help students develop ways of gathering, assessing, reading, and using different kinds of information, and can make for a livelier, more unique paper.

- **Consider conventions.** Appropriate use of citations depends on students' familiarity with the conventions of the genre(s) they are using for writing. Design activities that help students to become familiar with these conventions and make informed choices about when and where to employ them.

- **Show students how to evaluate their sources.** Provide opportunities for students to discuss the quality of the content and context of their sources, through class discussions, electronic course management programs or Internet chat spaces, or reflective assignments. Discuss with students how their sources will enable them to support their argument or document their research.

- **Focus on reading.** Successful reading is as important to thoughtful research essays as is successful writing. Develop reading-related heuristics and activities that will help students to read carefully and to think about how or whether to use that reading in their research projects.

4. **Work on Plagiarism Responsibly**

- **Distinguish between misuse of sources and plagiarism.** If students have misused sources, they probably do not understand how to use them correctly. If this is the case, work with students so that they understand how to incorporate and cite sources correctly. Ask them to rewrite the sections where sources have been misused.

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• **Ask students for documentation.** If a student's work raises suspicions, talk with him or her about your concerns. Ask students to show you their in-process work (such as sources, summaries, and drafts) and walk you through their research process, describing how it led to the production of their draft. If they are unable to do this, discuss with them the consequences of plagiarism described in your syllabus (and, perhaps, by your institution). If you have talked with a student and want to pursue your own investigation of his or her work, turn to sources that the student is likely to have used and look for evidence of replication.

• **Use plagiarism detection services cautiously.** Although such services may be tempting, they are not always reliable. Furthermore, their availability should never be used to justify the avoidance of responsible teaching methods such as those described in this document.

5. **Take Appropriate Disciplinary Actions**

• **Pay attention to institutional guidelines.** Many institutions have clearly defined procedures for pursuing claims of academic dishonesty. Be sure you have read and understood these before you take any action.

• **Consider your goal.** If a student has plagiarized, consider what the student should take away from the experience. In some cases, a failing grade on the paper, a failure in the course, academic probation, or even expulsion might achieve those goals. In other cases, recreating the entire research process, from start to finish, might be equally effective.

*Council of Writing Program Administrators, January, 2003*

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