

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

**COLLEGE COUNCIL
AGENDA
& ATTACHMENTS**

NOVEMBER 21, 2011

COMPLETE VERSION

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
Agenda

November 21, 2011

1:40 p.m.

630T

- I. Adoption of the Agenda
- II. Minutes of the October 19, 2011 College Council (attachment A), **Pg. 3**
- III. ~~Proposed Policy from Undergraduate Curriculum and Academic Standards Committee and Faculty Senate Regarding Change of Grade After Final Grades are Filed(attachment B)—Dean Lopes, **Pg. 5**~~
- IV. Academic Standards
 - C1. Model syllabus (tabled item B5 from October 19, 2011 Meeting), **Pg. 7**
- V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1 –D11) – Dean Lopes

New Courses

- D1. CJBA 1XX Introduction to Major Problems in Criminal Justice I, **Pg. 9**
 - D2. CJBA 1XX Introduction to Major Problems in Criminal Justice II, **Pg. 23**
 - D3. CJBA 2XX Crime Prevention and Control, **Pg. 37**
 - D4. CJBA 3XX Space, Crime and Place, **Pg. 53**
 - D5. SOC 2XX Sociology of Global Migration, **Pg. 66**
 - D6. ARA 1XX Elementary Modern Standard Arabic I, **Pg. 84**
 - D7. ARA 1XX Elementary Modern Standard Arabic II, **Pg. 95**
 - D8. JPN 1XX Elementary Japanese Level I, **Pg. 105**
 - D9. JPN 1XX Elementary Japanese Level II, **Pg. 116**
 - D10. POR 1XX Elementary Portuguese Level I, **Pg. 127**
 - D11. POR 1XX Elementary Portuguese Level II, **Pg. 140**
- VI. Request for a Departmental Name Change: Protection Management to: Security, Fire and Emergency Management (attachment E) – Provost Bowers, **Pg. 153**
 - VII. Change in College Council Committee Membership List (attachment F), **Pg.154**

-John Clarke is not certified to serve as the Graduate Student Representative on the College Council, Pg. 158

- Alaa Alamin replaces Kristen Benjamin as student representative on the Committee of Student Interest, Pg. 162

- John Clarke is certified to serve as student representative on the Committee on Graduate Studies, Pg. 169

VIII. New Business

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XI. Announcements from the Student Council – Ms. Whitney Brown

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Wednesday, October 19, 2011

The College Council held its second meeting of the 2011-2012 academic year on Wednesday, October 19, 2011. The meeting was called to order at 1:50 p.m. and the following members were present: Jeffrey Aikens, Elton Beckett, Jane Bowers, Whitney Brown, Erica Burleigh, Kinya Chandler, Demi Cheng, Kathleen Collins, Lyell Davis, Joseph DeLuca, Virginia Diaz, James DiGiovanna, Jannette Domingo, Mathieu Dufour, DeeDee Falkenbach, Terry Furst, Lior Gideon, Demis Glasford, Laura Greenberg, Norman Groner, Maki Haberfeld, Devin Harner, Richard Haw, Veronica Hendrick, Berenecea Johnson Eanes, Shaobai Kan, Karen Kaplowitz, Mehak Kapoor, Nilsa Lam, Richard Li, Anne Lopes, Yue Ma, Vincent Maiorino, Even Mandery, Marcelle Mauvais, Mickey Melendez, Brian Montes, Richard Ocejo, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Francis Sheehan, Davinder Singh, Staci Strobl, and Patricia Tovar.

Absent were: Zeeshan Ali, Jana Arsovska, Andrea Balis, Mark Benjamin, Brian Costa, Jennifer Dysart, Kwando Kinshasa, Anru Lee, Roger McDonald, Sara McDougall, Shavonne McKiever, Catherine Mulder, David Munns, Rhonda Nieves, Jason Nunez, Robert Pignatello, Karen Terry, Denise Thompson, Donica Thompson, Patricia Tovar, Jeremy Travis, and Michelle Tsang.

Alternates Present: Sylvia Lopez

I. Adoption of the Agenda

It was moved to adopt the agenda as presented. The motion to approve the agenda was seconded and approved unanimously.

II. Minutes of the September 22, 2011 College Council Meeting

It was moved to accept the minutes as presented. The motion was seconded and passed unanimously.

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B5)

It was moved to amend the proposal marked “B1: Proposal to Establish a Dual/Joint Program in Associate in Science Degree in Accounting for Forensic Accounting (QCC) Leading to the Bachelor of Science in Economics (John Jay).” The effective date should be changed from Fall 2011 to Fall 2012. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B2: ENG 2XX: Screenwriting for Film, Television and the Internet”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “B3: PSY 272: Correctional Psychology”. The motion was seconded and approved unanimously.

It was moved to adopt the course revision marked “B4: ANT 208: Cities and Culture”. The motion was seconded and approved unanimously.

It was moved to table item B5 “Model Syllabus” to the November 21, 2011 College Council meeting. The motion passed.

In Favor: 42 Opposed: 2 Abstentions: 3

IV. Report from the Committee on Graduate Studies(attachments C1)

It was moved to amend the new course proposal marked “C1. CRJ 7XX: Investigation of Violent Crime”. The motion was seconded and approved unanimously.

V. New Business

It was moved to adopt the College Council Committee Membership List as presented with one addition. John Clarke was nominated by the Student Council to the Committee on Graduate Studies. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:45 p.m.

To: College Council

From: Dean Anne Lopes, Chair, Undergraduate Curriculum and Academic Standards Committee
Professor Karen Kaplowitz, President, Faculty Senate

Date: October 21, 2011

Re: Proposed Policy Regarding Change of Grade After Final Grades are Filed

N.B. This proposal was first approved by the Undergraduate Curriculum and Academic Standards Committee (UCASC) during the of Spring 2010 semester and was referred back to committee by the College Council during the Fall 2010 semester for clarification. The proposal was subsequently revised and placed on the agenda of the March 24, 2011, agenda of the College Council but was withdrawn at the request of the Faculty Senate because of questions and concerns raised by members of the faculty; at that time the Faculty Senate affirmed that this proposal would resubmitted to the College Council for its action no later than the Fall 2011 semester. The Faculty Senate on October 6, 2011, endorsed this proposal – with minor revisions identified by bold underlining (text to be added) and by bold brackets (text to be deleted) – and these revisions will be proposed at the College Council meeting; Dean Anne Lopes, Chair of UCASC, concurs with these proposed editing changes. This proposal is thus being jointly submitted to the College Council for its action by Dean Anne Lopes, on behalf of UCASC, and Professor Karen Kaplowitz, on behalf of the Faculty Senate.

Current Policy:

After final grades for a course have been submitted to the Registrar, a faculty member who decides to change a grade completes a Change of Grade form and submits it to her/his department chair who emails the request to the Registrar.

Proposed Policy:

Grades, once submitted to the Registrar, shall not be changed unless there has been a computational error resulting in an incorrect grade having been submitted. Faculty requests for a change in a final grade shall be submitted to the department chair and, if approved, submitted by the chair to the Dean of Undergraduate Studies. If the Dean of Undergraduate Studies approves the grade change request because a computational error was made, the Dean shall forward the change of grade request to the Registrar. Given this policy, faculty shall not permit students to redo work for a higher course grade or to submit supplemental/extra work in an attempt to improve their final course grade after grades have been submitted to the Registrar.

Implementation date: Fall 2011 semester

Rationale:

Grades are universally recognized as a means of showing student achievement within a particular course. Grades are not a negotiation. Rather, they are based on the same work required of all students within the course of the semester. This is sound fairness policy. It is

also institutional integrity policy. The acceptance by faculty of additional student work after the final grade is recorded is not fair to those students who have completed the course and have been given a course grade without the opportunity to do extra work and without the extra time to do such extra work. Appeals of grades and grade changes should not be influenced by extra work that other students are not afforded the opportunity to do. This policy also ensures integrity of the grading system which is essential for the reputation of the College, which is essential for our students and our graduates. Furthermore, the Incomplete Grade exists for those students unable to complete their work during the course of the semester. Similarly, an Administrative Withdrawal from a course is possible, with documentation, after the course withdrawal date and a Retroactive Withdrawal is available, with documentation, even after the completion of a course and the submission of the final grade.

The timely approval of this proposed policy is critically important because of the Middle States Commission reaccreditation process that the College is now engaged in; institutional integrity, especially the integrity of grades and of grading policies and protocols, is one of the major criteria required by Middle States for reaccreditation, without which the College cannot receive Federal funding, including student Federal financial aid.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

September 2011

Model Syllabus Revision

This document contains a list of required elements for syllabi for John Jay College of Criminal Justice. This list adheres to best practices in higher education. Your syllabus represents a contract between you and your students and reflects the care and time you expect them to take with their assignments.

Syllabus Content:

College name and address

Course title and section (i.e. Syllabus for English 101-01)

Professor's name

Office location

Office hours: (Specify appointment or walk-in)

Phone

E-mail address

Course description

Learning outcomes

- What will the student know or be able to do by the end of the course? List three to five course outcomes that map to the program's outcomes. (All Writing Intensive courses need to include a writing intensive outcome that maps to the program's outcomes).

Course pre-requisites or co-requisites

Requirements / Your course policies

- Specify your policies on acceptable methods of citation/documentation and formatting
- Policies on lateness, absence, classroom behavior, etc.

Required Texts

- List all texts with full citation including ISBN numbers. Indicate if ordered and available in the bookstore, on the web with URL, on course Blackboard site, on e-reserve etc. Specify if the library owns the book and the call number.

Grading

- How will you determine the final grade? List assessments. Include, for instance, participation, assignments, exams and quizzes and provide percentage of the

final grade for each. Syllabi for Writing Intensive courses should include both the number and type of assignments required by the program.

Course calendar

- List theme and key topics for each week. Include reading and other assignments due.

College wide policies for undergraduate courses (see the *Undergraduate Bulletin*, Chapter IV Academic Standards)

- Incomplete Grade Policy**
- Extra Work During the Semester**
- Americans with Disabilities Act (ADA) Policies**

Sample syllabus statement: “Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233N (212-237-8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3.
(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php> , see Chapter IV Academic Standards)

For a syllabus template, see the **Faculty eHandbook** on the Center for Teaching website at: http://resources.jjay.cuny.edu/ehandbook/planning_syllabus.php#syllabus

CJBA 1XX (110) INTRODUCTION TO MAJOR PROBLEMS IN CRIMINAL JUSTICE**I**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached *as one file only* and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Criminal Justice
 b. **Date** submitted to Office of Undergraduate Studies: December 16, 2009 (revised May, 2011)
 c. **Name** and contact information of proposer(s): Evan Mandery
 Email address(es): emandery@jjay.cuny.edu
 Phone number(s): 212-237-8389

2. a. **Title of the course:** Introduction to Major Problems in Criminal Justice I
 b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Major CJ Problems I

3. a. **Level** of this course:
 x 100 Level 200 Level 300 Level 400 Level
 Please provide a brief rationale for why the course is at the level: This is an introductory course that will introduce students to the function of the criminal justice system and to the major debates on policy issues in criminal justice.
 b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBA

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.):

This is the first semester of a year-long introductory sequence on major problems in criminal justice. The focus of the fall semester is on the definition of crime and major crime strategies. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data and to use these materials to construct hypotheses and original research questions.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

None

6. Number of:
- | | |
|----------------|------------|
| a. Class hours | <u>3</u> |
| b. Lab hours | <u>N/A</u> |
| c. Credits | <u>3</u> |

7. Has this course been taught on an **experimental basis**?

No

Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course is an essential introduction to the kind of thinking required by the revised BA in criminal justice. The emphasis is on critical thinking applied to policy questions, with an emphasis on the use of original research and data.

9. **Course learning objectives:**

a. Knowledge objectives:

(What do you expect students to know after taking this course?)

Students will describe the major institutions of the criminal justice system including the courts, corrections and policing systems.

Students will explain basic history, theory and practice of the corrections system; and the major precepts of criminological theory

Students will use empirical evidence to explain and analyze criminal justice topics.

Students will debate policy issues, both on ethical and level and by evaluating empirical evidence.

Students will understand basic ways to critique research design by examining empirical evidence and discussing published studies.

Students will explain the categories of crimes and punishments.

Students will differentiate between crime prevention and control, and understand multiple ways to reduce offending behavior.

Students will use basic vocabulary of the field.

b. Performance objectives:

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

Students will have the capacity to critically assess and take a position on a policy debate using empirical evidence, as demonstrated through a series of critical papers.

Students will be able to identify the major institutions of criminal justice, their principal components, and the principal debates surrounding them.

Students will be able to write a properly formatted bibliography.

c. Information literacy objectives:

Students will understand what is meant by research, and will be comfortable with the use of original data.

Students will read texts and articles about contemporary criminal justice issues, and will be able to understand current events in those contexts.

Students will be able to write a literature review and bibliography, with a focus on understanding how to synthesize multiple resources and present the information in a clear and concise manner.

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

An essential function of the course is to familiarize students with the use of original research and empirical data. Some material will be presented directly to students. In other instances, and for some assignments, students will be required to use library resources to identify research articles or to use search engines to do web-based research.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will use Criminal Justice Abstracts and/or Criminal Justice Periodicals Index, as well as Lexis-Nexis.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

The course will begin with a primer in the use of research and library tools. Throughout the semester, these skills will be reinforced through assignments and classroom discussions.

d. How do the above learning objectives relate to the objectives of the program, major or minor?

This is the foundation course for students in the major and will teach them how to think in the way that will be expected of them in more advanced courses. The mission statement of the revised BA, set forth below, represents a major shift in direction. The revised major rejects the traditional emphasis on the normative operation of the criminal justice system. Instead, the focus is on critical thinking and problem solving. All students are expected to perform original research as their capstone experience. It is hence essential that the students become exposed to data-driven policy debates as early as possible in their careers at John Jay. The mission statement follows:

The criminal justice BA views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time. Specifically, students should:

1. Have the analytical, ethical, and critical reasoning skills to quantitatively, qualitatively and morally assess and evaluate the function of institutions engaged in the mission of crime control.
2. Understand how institutions achieve social goals.
3. Understand how to effectuate change within institutions.
4. Have an exposure to issues of race, ethnicity and gender and understand how these impact the construction and effectuation of crime control.
5. Have a broad, multidimensional focus on moral questions.
6. Think creatively and originally.

Specifically, this course will teach students how to approach criminal justice problems from a multidisciplinary perspective and how to begin thinking critically about them.

The course will be taught in a large section format with small group sections, which the criminal justice department believes offers a host of advantages. Our assessment of more than one thousand students in 2009-2010 academic year showed that students of all subgroups performed better in this format than students in traditional classes. We believe it is an also important opportunity to expose students early in their careers to many different faculty members. The modular format of the course lends itself well to this approach. We offer the topics in the syllabus as an example of the sorts of debates that might be presented to students, though it is easy to imagine others.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

There will be a variety of course assignments and exams designed to measure student understanding of the material. Course requirements include:

- (1) Short writing assignments using multiple data sources, such as book chapters by top researchers in the field, news articles about current events, and contemporary journal articles. Emphasis will be on helping the students understand how to a) develop arguments for and against criminal justice process and policy.
- (2) In-class mid-term exam that will test students' ability to formulate a policy position and employ empirical data.
- (3) Final exam composed of multiple choice, short answers and essay questions, testing all of the above.

10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

Students will be required to complete four short writing assignments for the semester (approximately 2-4 pages each) using multiple data sources including news articles about current events and contemporary journal articles. They will be asked to take a position a major policy issue.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No
 Yes. If yes, please give some examples.

See attached reading lists. Resources are available either at the library or online. Importantly, John Jay has the most comprehensive CRJ library collection in both the state and the country.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No
 Yes. If yes, please name them.

Online resources to which the library already subscribes

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)
 Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

N/A

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No
 Yes. If yes, please name them.

Criminal justice periodicals

Name of library faculty member consulted: Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See attached. Please note that we envision the topics of the course as modular. These are offered as examples of the sorts of issues that might be explored in the course. The emphasis, of course, is on encouraging critical thinking so the specific debates are less important than the sort of material employed to stimulate discussion.

14. Date of **Department curriculum committee** approval: 12/15/09

15. **Course offerings**

When will this course be taught?

Every semester, starting Fall 2012
 One semester each year, starting _____
 One semester every two years, starting _____

How many sections of this course will be offered? 1

Who will be assigned to teach this course?

All of the following would be able to teach this course: Professors Freilich; Kennedy; Latzer; Lynch; Mellow; Natarajan; Sung; Terry; West; Mandery

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

No
 Yes

If yes, what course(s), major(s), or program(s) is this course similar or related to?

The course is substantially distinct from CRJ 101, which will remain the introductory course for the B.S. in criminal justice, which retains the traditional emphasis on the normative function of the criminal justice system. CRJ 101 introduces students to the criminal justice system and process by providing students with an overview of the police, courts and corrections. CRJ 101 has not historically placed an emphasis on critical thinking (although it too is being revised). CJBA 1XX (110) focuses on issues and controversies surrounding the operation of the criminal justice system, cultivates a problem-solving mentality, exposes students to empirical evidence, and encourages them to develop research questions.

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

The discussion of the introductory course was part of a larger discussion at a meeting of the criminal justice advisory board, chaired by Dean Anne Lopes, in fall 2009. There has been ongoing consultation with all of the departments historically associated with the criminal justice majors throughout the fall. The Department of Criminal Justice and LPS have worked cooperatively throughout the past two years on the revisions of both majors.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan J. Mandery, Criminal Justice Department Chair

Date of approval: 12/15/09.

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Criminal Justice B.A. It is a required course for all students in the revised B.A., Part I.

Introduction to Major Problems in Criminal Justice I	
CJBA 110	
Class time:	
Classroom:	

COURSE DESCRIPTION AND OBJECTIVES:

This is the first semester of a year-long introductory sequence on the major problems in criminal justice. The course will meet twice per week. On Wednesdays, we will meet for large lectures. On Fridays, you will meet in small group sections. The lectures will be devoted to a discussion and debate of major problems in criminal justice, on occasion drawing on the faculty of the criminal justice department with respect to the issue at hand. The focus of the fall semester is on the definition of crime and major crime strategies. The goals of the small groups is to familiarize you with the institutions of criminal justices, to provide you the factual background required to understand these debates, and provide you an opportunity to take a position with your classmates. The overarching aim of this course is to familiarize students at an early point in their studies with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data and, in class assignments, to use these materials to construct hypotheses and original research questions.

LEARNING OUTCOMES:

Students will describe the major institutions of the criminal justice system including the courts, corrections and policing systems.

Students will explain basic history, theory and practice of the corrections system; and the major precepts of criminological theory

Students will use empirical evidence to explain and analyze criminal justice topics.

Students will debate policy issues, both on ethical and level and by evaluating empirical evidence.

Students will understand basic ways to critique research design by examining empirical evidence and discussing published studies.

Students will explain the categories of crimes and punishments.

Students will differentiate between crime prevention and control, and understand multiple ways to reduce offending behavior.

Students will use basic vocabulary of the field.

TEXTBOOK:

Cole & Smith, *Criminal Justice in America* (seventh ed., 2010) Belmont: Wadsworth.

Additional articles assigned each week.

CLASS FORMAT

Class meets twice per week – once for lecture and once for small group discussions. The lectures will revolve around the major theme being discussed during that two-week period. Small group discussions are intended to clarify the lectures and also to review foundational concepts referred to in the lecture. For each small group discussion, students should read the relevant material from the Cole & Smith textbook as appropriate. For lectures, the readings are set forth below. Lecture material will also be discussed in small-group sections.

COURSE REQUIREMENTS:

There will be five quizzes, four homework assignments, one mid-term examination and a cumulative final examination for this class. The grades for these will be weighted as follows:

Class Participation:	10%
Mid-term exam:	20%
Final Examination:	30%
Homework:	40%

EXAMS

One mid-term exam will be given during the semester, based on reading assignments and class lectures. It will consist of true/false, multiple choice and essay questions. The final examination will be cumulative and is designed to measure your understanding of the major concepts presented throughout the semester. The final exam will also consist of multiple choice and short essays.

WRITING ASSIGNMENTS

You have four writing assignments throughout the semester. For each assignment you will be asked to take a position on a major issue discussed in the course and support that position with evidence.

DUE DATE	TOPIC OF ARTICLE
Week 4	Gangs
Week 6	Drugs
Week 9	Guns
Week 11	Sex Offenders

In 3-4 pages, you should:

- Introduce the issue
- Summarize your position
- Present an argument for and/or against the controversial issue. Use at least two original sources and empirical data to support your position
- Relate the main issue of the article to text and articles that have been discussed in the course.
- Summarize your findings

Assignment should be written in the third person, not the first person, and should use the active rather than passive voice. A bibliography should be included that lists the resources you cited.

SAMPLE ASSIGNMENT:

Many Americans believe that marijuana should be legalized. What is your position on the issue? In forming your position, be sure to consider relevant empirical evidence? What would be the likely consequence of legalization for crime in America? What would be the economic consequences? Should these concerns matter most or is there an ethical dimension to the problem that is more important?

CLASS ATTENDANCE AND BEHAVIOR:

CLASS ATTENDANCE FOR LECTURES AND SEMINARS IS REQUIRED. Beepers and cellular phones **MUST** be turned off for the duration of class, and there will be no eating during the lecture. Persistent disruption of the class in any of the above ways will result in a drop in disciplinary action. Cheating and plagiarism are prohibited and students are referred to the college handbook on these matters. Any instances of cheating or plagiarism will result in disciplinary action.

OVERVIEW OF ASSIGNMENTS AND HOMEWORK DUE DATES

You are to read each item by the date listed. Lectures will follow the readings, and students are expected to participate in class discussions.

DATE	TOPIC	ASSIGNMENTS AND EXAMS
Week 1-2	Introduction to Criminal Justice Scholarship	
Week 3-4	Defining Crime: Is it a crime to be in a gang?	
Week 5-6	Biases in the system: Should crack be treated differently than other drugs?	Week 4: Assignment #1 due
Week 7-8	The Object of Crime: Should drugs be decriminalized?	Week 6: Assignment #2 due
Week 9-10	The Object of Crime II: Should citizens be allowed to own handguns?	Week 7: Midterm Exam
Week 11-12	Victims: Should the law treat victims of domestic violence differently	Week 9: Assignment #3 Due
Week 13	Incapacitation: Should pedophiles be chemically castrated?	Week 11: Assignment #4 due
Week 14	Retribution: Should child rapists be eligible for the death penalty?	FINAL EXAM

LECTURE TOPICS AND READINGS**Weeks 1-2****Introduction to Criminal Justice Scholarship**

- “How to Read a Scholarly Criminal Justice Article,” handout adapted from: “How to Read a Scholarly Journal Article in the Social Sciences.” Libraries Reference Guide. June 2008
- Introduction to Major Journals in Criminal Justice and Impact Factors. Stack, S. 1987. “Measuring the relative impacts of criminology and criminal justice journals: A research note.” *Justice Quarterly* 4: 475-484.

- “How to Write a Criminal Justice Abstract,” handout adapted from “How to Write an Abstract,” <http://research.berkeley.edu/ucday/abstract.html>.

Weeks 3-4

Lecture Topic: Should it be a crime to be in a gang?

- Background
 - Vasterman, P. L. M. 2005. “Media-hype: Self-reinforcing news waves, journalistic standards and the construction of social problems.” *European Journal of Communication* 20: 508-530.
 - Jeffrey, B. and Travis, J. (2002). *The rise and fall of American youth violence: 1980-2000*. Washington DC: The Urban Institute.
- Pro
 - Bishop, T. (2009, September 13). “Md. Prosecutors want tougher anti-gang law: Amid rash of violence, they say statute is too broad, penalties weak.” *The Baltimore Sun*.
- Con
 - Welch, M., Price, E. A., and Yankey, N. 2002. “Moral panic over youth violence: Wilding and the manufacture of menace in the media.” *Youth & Society* 34: 3-30.

Background Reading: Cole & Smith, chapter 3 – central concepts: substantive criminal law, statutory definitions of crime, responsibility for criminal actions

Weeks 5-6

Should “crack” be treated differently than other drugs?

- Issue
 - Belenko, S., Fagan, J. and Chin, K. 1991. “Criminal justice responses to crack.” *Journal of Research in Crime and Delinquency* 28: 55-74.
- Pro
 - See generally Montaldo, C. (n.d) Mandatory drug sentencing laws. Available at: <http://crime.about.com/b/2008/09/03/preppie-killer-gets-19-year-drug-sentence.htm>
- Con
 - Murray, J. A. (2009, May 2). “With Prosecutors Like These . . . DOJ Vows to Eliminate Crack-Cocaine Disparity.” *New York Federal Criminal Practice*.

Background Reading for Section: Cole & Smith, chapter 9. Central concepts: the goal of punishments, incapacitation, deterrence, retribution, forms of criminal sanction

Weeks 7-8

Should drugs be decriminalized?

- Issue
 - Anonymous. (2009, April 15). “Study: More whites, fewer blacks going to prison for drugs.” *CNN.com*.

- Pro
 - Cussen, M. 2000. “An Analysis of the Benefits of Legalized Drugs” *American Journal of Economics and Sociology*, 59: 525-536.
- Con
 - Eckholm, E. (2008, October 14). “Courts Give Addicts a Chance to Straighten Out.” *The New York Times*.

Background Reading for Small Group Section: Cole & Smith, pp. 267-290 (rehabilitation), 80-100 (procedural criminal law and constitutional rights).

Weeks 9-10

Should constitutional protection of handgun ownership be ended?

- Issue
 - Anonymous. (2009, April 18). “Pros vs. cons: The gun control debate.” *The Herald-Dispatch*.
- Pro
 - International Association of Chiefs of Police. (2007). “Taking a stand: Reducing gun violence in our communities.”
- Con
 - Cashner, B. (2009, October 18). “Evidence suggests guns create safer society.” *Press-citizen.com*.

Weeks 11-12

Should the law treat victims of domestic violence differently?

- Issue
 - U.S. Department of Justice, National Institute of Justice, US Department of Health and Human Services, and National Institute of Mental Health (1996). *The validity and use of evidence concerning battering and its effects in criminal trials*. Report Responding to Section 40507 of the Violence Against Women Act.
- Pro
 - Newman, A. (2001, December 22). “In Defense of Battered Women Who Kill.” *The New York Times*.
- Against
 - Con, S. and Sheridan, M. C. (2002). “Adding legal insult to injury: Battered women, their children, and the failure to protect.” *Affilia* 17: 9-29.
 - Jacobs, M. (1998). Requiring battered women die: murder liability for mothers under failure to protect statutes. *Journal of Criminal Law and Criminology*.

Background Reading: Cole & Smith, chapter 7 (courts and adjudications). Central concepts: the prosecutorial system, the role of the defense attorney.

Week 13

Should pedophiles be castrated?

- Issue

- Scott, C. L. and Holmberg, T. (2003). "Castration of sex offenders: prisoners' rights versus public safety." *Journal of American Academy of Psychiatry and the Law* 31: 502-509.
- Bilefsky, D. (2009, March 10). "Castration of sex offenders: Deterrent or torture?" *The New York Times*.
- Meisenkothen, C. (1999). "Punishing Thoughts Too Closely to Reality." *Social Justice*, 26: 139-154.
- Pro
 - Anonymous. (2008, June 26). "Louisiana Gov. Jindal authorizes chemical castration of sex offenders." *The Huffington Post*.
 - Ireland, L. (2009, September 25). "Poland okays forcible castration for pedophiles." Warsaw, Reuters.
- Con
 - Anonymous. (1997). "Castration: A personal foul." *Sexual Abuse: A Journal of Research and Treatment* 9: 1-5.

Weeks 14: Is the death penalty for rape excessive?

- Issue
 - Mandery, E. *Capital Punishment: A Balanced Examination (2d ed.)* New York: Jones & Bartlett, 232-247.
- Pro
 - Laurence Tribe, "The Supreme Court is Wrong on the Death Penalty," *Wall Street Journal* (July 31, 2008).
- Con
 - Ed Whelan, "Tribal Thinking," *National Review* (July 31, 2008).

CJBA1YY(111) INTRODUCTION TO MAJOR PROBLEMS IN CRIMINAL JUSTICE

II

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee**

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached *as one file only* and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Criminal Justice
 - b. **Date** submitted to Office of Undergraduate Studies: December 16, 2009 (revised May, 2011)
 - c. **Name** and contact information of proposer(s): Evan Mandery
Email address(es): emandery@jjay.cuny.edu
Phone number(s): 212-237-8389

2. a. **Title of the course:** Introduction to Major Problems in Criminal Justice II
 - b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Major CJ Problems II

3. a. **Level** of this course:

___x___100 Level ___200 Level ___300 Level ___400 Level

Please provide a brief rationale for why the course is at the level: This is an introductory course that will introduce students to the function of the criminal justice system and to the major debates on policy issues in criminal justice.

- b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBA

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.):

This is the second semester of a year-long introductory sequence on major problems in criminal justice. The focus of the spring semester is on the operation of the legal system and major dilemmas in policing. The overarching aim of this course is to familiarize students with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data and to use these materials to construct hypotheses and original research questions.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

CJBA 110

6. Number of:
- a. Class hours 3
 - b. Lab hours N/A
 - c. Credits 3

7. Has this course been taught on an **experimental basis**?

 X No
 Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course is an essential introduction to the kind of thinking required by the revised BA in criminal justice. The emphasis is on critical thinking applied to policy questions, with an emphasis on original research and data.

9. **Course learning objectives:**

a. Knowledge objectives:

(What do you expect students to know after taking this course?)

Students will describe the major institutions of the criminal justice system including the courts, corrections and policing systems.

Students will describe the function and operation of courts, prosecutors, defense attorney, police officers and corrections officers.

Students will explain basic history, theory and practice of the corrections system; and the major precepts of criminological theory

Students will use empirical evidence to explain and analyze criminal justice topics.

Students will debate policy issues, both on ethical and level and by evaluating empirical evidence.

Students will understand basic ways to critique research design by examining empirical evidence and discussing published studies.

Students will explain the categories of crimes and punishments.

Students will differentiate between crime prevention and control, and understand multiple ways to reduce offending behavior.

Students will use basic vocabulary of the field.

b. Performance objectives:

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

Students will have the capacity to critically assess and take a position on a policy debate using empirical evidence, as demonstrated through a series of critical papers.

Students will be able to critique a research design.

Students will be able to identify the major institutions of criminal justice, their principal components, and the principal debates surrounding them.

Students will be able to write a properly formatted bibliography.

c. Information literacy objectives:

Students will understand what is meant by research, and will be comfortable with the use of original data.

Students will read texts and articles about contemporary criminal justice issues, and will be able to understand current events in those contexts.

Students will be able to write a literature review, with a focus on understanding how to synthesize multiple resources and present the information in a clear and concise manner.

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

An essential function of the course is to familiarize students with the use of original research and empirical data. Some material will be presented directly to students. In other instances, and for some assignments, students will be required to use library resources to identify research articles or to use search engines to do web-based research.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will use Criminal Justice Abstracts and/or Criminal Justice Periodicals Index, as well as Lexis-Nexis.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

The course will begin with a primer in the use of research and library tools. Throughout the semester, these skills will be reinforced through assignments and classroom discussions.

d. How do the above learning objectives relate to the objectives of the program, major or minor?

This is the foundation course for students in the major and will teach them how to think in the way that will be expected of them in more advanced courses. The mission statement of the revised BA, set forth below, represents a major shift in direction. The revised major rejects the traditional emphasis on the normative operation of the criminal justice system. Instead, the focus is on critical thinking and problem solving. All students are expected to perform original research as their capstone experience. It is hence essential that the students become exposed to data-driven policy debates as early as possible in their careers at John Jay. The mission statement follows:

The criminal justice BA views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time. Specifically, students should:

1. Have the analytical, ethical, and critical reasoning skills to quantitatively, qualitatively and morally assess and evaluate the function of institutions engaged in the mission of crime control.
2. Understand how institutions achieve social goals.
3. Understand how to effectuate change within institutions.
4. Have an exposure to issues of race, ethnicity and gender and understand how these impact the construction and effectuation of crime control.
5. Have a broad, multidimensional focus on moral questions.

6. Think creatively and originally.

Specifically, this course will teach students how to approach criminal justice problems from a multidisciplinary perspective and how to begin thinking critically about them.

The course will be taught in a large section format with small group sections, which the department believes offers a host of advantages. Our assessment of more than one thousand students in 2009-2010 academic year showed that students of all subgroups performed better in this format than students in traditional classes. We believe it is an also important opportunity to expose students early in their careers to many different faculty members. The modular format of the course lends itself well to this approach. We offer the topics in the syllabus as an example of the sorts of debates that might be presented to students, though it is easy to imagine others.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

There will be a variety of course assignments and exams designed to measure student understanding of the material. Course requirements include:

- (1) Short writing assignments using multiple data sources, such as book chapters by top researchers in the field, news articles about current events, and contemporary journal articles. Emphasis will be on helping the students understand how to (a) synthesize the material into a short literature review, (b) develop arguments for and against criminal justice process and policy.
- (2) In-class mid-term exam that will test students' ability to formulate a policy position and employ empirical data.
- (3) Final exam composed of multiple choice, short answers and essay questions, testing all of the above.

10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

Students will be required to complete four short writing assignments for the semester (approximately 2-4 pages each) using multiple data sources including news articles about current events and contemporary journal articles. They will be asked to take a position a major policy issue. A sample assignment is included in the syllabus.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No
 Yes. If yes, please give some examples.

See attached reading lists. Resources are available either at the library or online. Importantly, John Jay has the most comprehensive CRJ library collection in both the state and the country.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No
 Yes. If yes, please name them.

Online resources to which the library already subscribes

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

N/A

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No
 Yes. If yes, please name them.

Criminal justice periodicals

Name of library faculty member consulted: Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See attached. Please note that we envision the topics of the course as modular. These are offered as examples of the sorts of issues that might be explored in the course. The emphasis, of course, is on encouraging critical thinking so the specific debates are less important than the sort of material employed to stimulate discussion.

14. Date of **Department curriculum committee** approval: 12/15/09

15. **Course offerings**

When will this course be taught?

Every semester, starting Fall 2012

One semester each year, starting _____

One semester every two years, starting _____

How many sections of this course will be offered? 1

Who will be assigned to teach this course?

All of the following would be able to teach this course: Professors Freilich; Kennedy; Latzer; Lynch; Mellow; Natarajan; Sung; Terry; West; Mandery

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

X No

____ Yes

If yes, what course(s), major(s), or program(s) is this course similar or related to?

The course is substantially distinct from CRJ 101, which will remain the introductory course for the B.S. in criminal justice, which retains the traditional emphasis on the normative function of the criminal justice system. CRJ 101 introduces students to the criminal justice system and process by providing students with an overview of the police, courts and corrections. CRJ 101 has not historically placed an emphasis on critical thinking (although it too is being revised). CJBA 110 focuses on issues and controversies surrounding the operation of the criminal justice system, cultivates a problem-solving mentality, exposes students to empirical evidence, and encourages them to develop research questions.

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

The discussion of the introductory course was part of a larger discussion at a meeting of the criminal justice advisory board, chaired by Dean Anne Lopes, in December 2009. There has been ongoing consultation with all of the departments historically associated with the criminal justice majors throughout the fall. The Department of Criminal Justice and LPS have worked cooperatively throughout the past two years on the revisions of both majors.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan J. Mandery, Criminal Justice Department Chair

Date of approval: 12/15/09.

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Criminal Justice B.A. It is a required course for all students in the revised B.A.

Introduction to Major Problems in Criminal Justice II	
CJBA 111	
Class time:	
Classroom:	

COURSE DESCRIPTION:

This is the second semester of a year-long introductory sequence on the major problems in criminal justice. The course will meet twice per week. On Wednesdays, we will meet for large lectures. On Fridays, you will meet in small group sections. The lectures will be devoted to a discussion and debate of major problems in criminal justice, on occasion drawing on the expertise of other faculty members with respect to the issue at hand. The focus of the spring semester is on the operation of the legal system and major dilemmas in policing. The goals of the small groups is to familiarize you with the institutions of criminal justices, to provide you the factual background required to understand these debates, and provide you an opportunity to take a position with your classmates. The overarching aim of this course is to familiarize students at an early point in their studies with the sorts of questions researchers ask and how they go about answering them. Students will be asked to read original research and data and, in class assignments, to use these materials to construct hypotheses and original research questions.

LEARNING OUTCOMES:

Students will describe the major institutions of the criminal justice system including the courts, corrections and policing systems.

Students will describe the function and operation of courts, prosecutors, defense attorney, police officers and corrections officers.

Students will explain basic history, theory and practice of the corrections system; and the major precepts of criminological theory

Students will use empirical evidence to explain and analyze criminal justice topics.

Students will debate policy issues, both on ethical and level and by evaluating empirical evidence.

Students will understand basic ways to critique research design by examining empirical evidence and discussing published studies.

Students will explain the categories of crimes and punishments.

Students will differentiate between crime prevention and control, and understand multiple ways to reduce offending behavior.

Students will use basic vocabulary of the field.

TEXTBOOK:

Cole & Smith, *Criminal Justice in America* (seventh ed., 2010) Belmont: Wadsworth.

CLASS FORMAT

Class meets twice per week – once for lecture and once for small group discussions. The lectures will revolve around the major theme being discussed during that two-week period. Small group discussions are intended to clarify the lectures and also to review foundational concepts referred to in the lecture. For each small group discussion, students should read the relevant material from the Cole & Smith textbook as appropriate. For lectures, the readings are set forth below. Lecture material will also be discussed in small-group sections.

COURSE REQUIREMENTS:

There will be five quizzes, four homework assignments, one mid-term examination and a cumulative final examination for this class. The grades for these will be weighted as follows:

Class Participation:	10%
Mid-term exam:	20%
Final Examination:	30%
Homework:	40%

EXAMS

One mid-term exam will be given during the semester, based on reading assignments and class lectures. It will consist of multiple choice and essay questions. The final examination will be cumulative and is designed to measure your understanding of the major concepts presented throughout the semester. The final exam will also consist of multiple choice and short essays.

WRITING ASSIGNMENTS

You have four writing assignments throughout the semester. For each assignment you will be asked to take a position on a major issue discussed in the course and support that position with evidence. In contrast to the fall semester, where the focus was on developing policy positions, the focus this term is on thinking about how difficult questions of policy might be studied by researchers.

DUE DATE	TOPIC OF ARTICLE
Week 4	Racial Profiling
Week 6	Torture
Week 9	Career Criminals
Week 11	Juvenile Justice

The aim of these papers is for you to explain how a major unresolved issue in criminal justice could be researched. In 3-4 pages, you should:

- Introduce the issue in a brief introductory paragraph
- Summarize what research exists on the subject and present the relevant data.
- Explain the limitations of this research and the need for further study

- Explain how you would research this question
- Note: you need not conduct this research. The point is to think about how such a study would be conducted.

Assignment should be written in the third person, not the first person, and should use the active rather than passive voice. A bibliography should be included that lists the resources you cited.

SAMPLE ASSIGNMENT

Some scholars have criticized three-strike laws, in which recidivist offenders are sentenced to long prison terms often disproportionate to the offense. How could the effectiveness of three-strike laws be studied? Design an appropriate research protocol. How has the question been studied in the past? How can these efforts be improved?

CLASS ATTENDANCE AND BEHAVIOUR:

CLASS ATTENDANCE FOR LECTURES AND SEMINARS IS REQUIRED. Beepers and cellular phones **MUST** be turned off for the duration of class, and there will be no eating during the lecture. Persistent disruption of the class in any of the above ways will result in a drop in disciplinary action. Cheating and plagiarism are prohibited and students are referred to the college handbook on these matters. Any instances of cheating or plagiarism will result in disciplinary action.

OVERVIEW OF TOPICS AND WRITING ASSIGNMENT DUE DATES

You are to read each item **BY THE DATE IT IS LISTED**. Lectures will follow the readings, and students are expected to participate in class discussions.

DATE	TOPIC	ASSIGNMENTS AND EXAMS
Week 1-2	Is torture an effective tool of policing?	
Week 3-4	Is racial profiling a useful police strategy?	Week 4: Assignment #1 due
Week 5	Should prisoners be segregated?	Week 6: Assignment #2 due
Week 6-7	Are three strikes laws effective?	Week 7: Midterm Exam
Week 8-9	Can the mentally ill be criminals?	Week 9: Assignment #3 Due
Week 10	Should preemptory challenges be constitutional?	FINAL ASSIGNMENT DUE
Weeks 11-12	Is plea bargaining ethical?	
Weeks 13-14	Should juvenile murderers be tried as adults?	
Week 15		FINAL BELOW

LECTURE TOPICS AND READINGS

Weeks 1-2: Is torture an effective tool of policing?

- **Police**
- Issue
 - Kassin, S. and McNall, K. (1991). “Police interrogations and confessions: Communicating promises and threats by pragmatic implication.” *Law and Human Behavior* 15: 233-251.
- For
 - Inbau, F. (1999). “Police interrogation - a practical necessity.” *Journal of Criminal Law and Criminology*.
- Against
 - Anonymous. (2006). “Police interrogation of juveniles: an empirical study of policy and practice.” *Journal of Criminal Law and Criminology*.
 - Redlich, A. D. (2004). “Law & psychiatry: Mental illness, police interrogations, and the potential for false confession.” *American Psychiatric Association* 55, 19-21.
- **Terrorists—Torture Techniques**
- For
 - Horton, S. (2007, June 15). “Defending Enhanced Interrogation Techniques.” *Harper’s Magazine*.
- Against
 - Arrigo, J. M. (2004). “A utilitarian argument against torture interrogation of terrorists.” *Science and Engineering Ethics* 10: 543-572.

Background Reading: Cole & Smith, Chapter 4 (police). Central concepts: police subculture, police functions, police policy.

Weeks 3-4: Is racial profiling a reasonable strategy for combating terrorism?

- For
 - Malkin, M. (2004, August 16). “Racial profiling: A matter of survival.” *USA Today*.
- Against
 - Anonymous. (2004, September). “Threat and Humiliation: Racial Profiling, Domestic Security, and Human Rights in the United States.” The Amnesty International US.
 - Lund, N. (2002, Winter). “The conservative case against racial profiling in the war on terrorism.” *Albany Law Review* 66: 120-144.

Is racial profiling a reasonable strategy for combating street crime?

- For
 - Banks, R. R. (2009, July 22). “The Gates case and racial profiling.” *The New York Times*.
- Against
 - Long, C. (2009, October 8). “Police stop more than 1 million people on street.” *The Huffington Post*.

Background Reading: Cole & Smith, Chapter 5 (challenges in policing). Central concepts: the police patrol, homeland security, security management. Chapter 6 (police and law).

Week 5: Should Prisoners be Segregated?

- For
 - Anonymous. (2004, November 4). “Racial segregation in prison.” *The New York Times*.
- Against
 - Greenhouse, L. (2005, February 24). “Justices Tighten Review of California Prison Segregation.” *The New York Times*.

Background Reading: Cole & Smith, chapter 10 (corrections) and chapter 12 (incarceration). Central concept: goals of incarceration and prison organization.

Week 6-7: Are Three Strikes Laws Effective?

Background

- Schiraldi, V., Colburn, J., and Lotke, E. (n.d.). *Three strikes you're out: An examination of the impact of 3-strikes laws 10 years after their enactment*. Justice Policy Institute.
- Scott, J. E. (2007, November 14). *The effectiveness of three strikes legislation*. Paper presented at the annual meeting of the American Society of Criminology, Atlanta Marriott Marquis, Atlanta, Georgia Online <PDF>. 2009-05-24 from http://www.allacademic.com/meta/p200896_index.html

Background Reading: Cole and Smith, chapter 13 (release into the community). Central concepts: release mechanism and supervision.

Weeks 8-9: How should the criminal law treat the mentally ill?

Mental Health and Insanity-- Concept of mental illness

- Issue
 - Watson, A., Hanrahan, P., Luchins, D., Lurigio, A. (2001). “Mental health courts and the complex issue of mentally ill offenders.” *Psychiatric Services* 52: 477-481.
- For
 - Hoffman, M. B. and Morse, S. J. (2006, July 30). “The insanity defense goes back on trial.” *The New York Times*.
- Against
 - Smith, B. (2009, August 10). “Challenge of Mental Illness in Juvenile Justice System.” Report of Center for Court Innovation, Changing the Court.

Week 10: Should Peremptory Challenges Be Permitted?

- Issue
 - Schwartz, E. and Schwartz, W. (1996). “The challenge of peremptory challenges.” *Journal of Law, Economics, and Organization* 12: 325-360.
- For
 - Jacobs, A. (2005, July 2). “For potential juror, 'honest' response to Judge backfires.” *The New York Times*.

- Against
 - Hoffman, M. (2006, March 7). “Unnatural selection.” *The New York Times*.

Background Reading: Cole & Smith, pp. 201-210 (the function of American courts).

Week 11-12: Is Plea Bargaining Ethical?

Plea Bargaining

- Issue
 - The Plea – PBS Online Program
- For
 - Leo, R. (2009). “False confessions: Causes, consequences, and implications.” *Journal of the American Academy of Psychiatry and the Law*, 37: 332-343.

Background Reading: Cole and Smith, pp. 210-220 (the prosecutorial system)

Week 13-14: Should Juvenile Murderers be Tried as Adults (Ch. 15)

- Issue
 - Juvenile Justice—PBS Frontline (From Both Sides of the Bench—Readings; Facts, Statistics and History; and Related Reports
 - Anonymous. (1996, May 20). “Prosecuting juveniles as adults.” *The New York Times*.
- For
 - Wilde, J. (2009, March 5). “Juvenile criminals must be tried as adults.” *The Rebel Yell*.
- Against
 - Bilchik, S. (2003). “Sentencing juveniles to adult facilities fails youths and society.” *Corrections Today*.

Background Reading: Cole and Smith, chapter 15, juvenile justice, the development of the juvenile system.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

CJBA 250. CRIME PREVENTION AND CONTROL
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached *as one file only* and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Criminal Justice
- b. **Date** submitted to Office of Undergraduate Studies:
- c. **Name** and contact information of proposer(s): David Kennedy, Mangai Natarajan

Email address(es): dakennedy@jjay.cuny.edu; mnatarajan@jjay.cuny.edu

Phone number(s): 212 484-1323, 212 237-8673

2. a. **Title of the course:** Crime Prevention and Control
- b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Crime Control

3. a. **Level** of this course:

100 Level 200 Level 300 Level 400 Level

Please provide a brief rational for why the course is at the level:

100 level courses in criminal justice provide just a glimpse of crime prevention and crime control strategies. There is a need for a 200 level course that will provide students with deeper understanding of theory, research and policy related to crime control and crime prevention. This course is designed to fill this need. It will provide a solid foundation on which to build for courses on crime prevention and control at the junior and senior levels.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBA 250

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course will introduce students to the theory and practice of various approaches to crime prevention and control. It will explore innovative, practical, and powerful ways to address crime including situational crime prevention; problem-oriented policing; hot spot policing, "broken windows" policing and focused deterrence. It will offer clear examples of effective crime prevention and control strategies and explore related policy issues concerning race, class, gender, and social justice.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):
ENG 101, CJBA 111 Introduction to Major Problems in Criminal Justice II

6. Number of:
- | | |
|----------------|-----------|
| a. Class hours | <u>3</u> |
| b. Lab hours | <u>NA</u> |
| c. Credits | <u>3</u> |

7. Has this course been taught on an **experimental basis**?

No

Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

John Jay does not currently offer a course in crime control. Crime control is central to John Jay's mission; an interest in preventing and controlling crime is what draws many of our students to the college. There have been enormous advances in crime control in the last several decades, but these advances and the theory and practical knowledge that underlie them are nowhere presented in a clear and complete fashion. This course will fill an important gap in the college and for our students.

9. **Course learning objectives:**

a. Knowledge objectives:

(What do you expect students to know after taking this course?)

Students will be able to

- Understand the mechanics of crime prevention and control.
- Draw links among theory, research and prevention and control policies.
- Comprehend the importance of culture-sensitive and crime-specific prevention/control measures across a wide array of real-world situations and the role of partnerships between and among academics, community leaders, police,

government, city management etc in developing and sustaining crime prevention initiatives.

b. Performance objectives:

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

Students will be able to

- Undertake a policy relevant prevention approach to studying crime and criminal behaviors
- Design a policy relevant crime prevention proposal
- Develop ideas for independent research projects
- Generate discussions and debates about the strengths and limitations of a variety of both traditional and modern forms of crime prevention initiatives
- Utilize problem solving approach in dealing with crime and criminality
- Appreciate the complementary nature of both qualitative and quantitative research methodologies in the field of crime prevention and control
- Compose research hypotheses relating to crime prevention
- Assess the systematic evaluation needs in crime prevention projects
- Think critically about local, national, and international level crime prevention efforts

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Students are expected to:

- Locate research and policy reports, journal articles and books for class discussion
- Utilize a variety of media reports, video presentations of crime prevention experts (such as Herman Goldstein's)
- Compile the literature on crime prevention for their papers

i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to use

- databases such as EBSCO, NCJRS, CRIMINAL JUSTICE ABSTRACTS; Situational Crime Prevention Evaluation Database
- international literature to gain state of the art knowledge on crime prevention practices around the world.
- websites such as popcenter.org., UNODC, The National Crime Prevention Council's website (ncpc.org), crimereduction.homeoffice.gov.uk, European Crime Prevention Network - Homepage, crimeprevention.rutgers.edu; Australian Institute of Criminology, Office of Justice Programs- NIJ website

iii. How & where in the class calendar will students be taught in class how to use these information tools?

During the orientation of the class, the students will be informed of the variety of databases and the websites listed above. JJ's library homepage and the accessibility to a variety of electronic journals and books through JJ library databases will also be discussed in the classes periodically.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

This course is aimed to address the emerging state of the art in crime prevention and control and to provide information, research, and analytic sources and methods to support a variety of frameworks for crime prevention. This is in line with the goal or mission of the CJ major in educating the cutting edge research and policies in criminal justice.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

Completion of reading assignments, participation in class room discussions, multiple choice exams and the final paper.

10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

A final term paper is required for the course. This requires a 2500 word (10 double spaced) policy oriented crime prevention proposal which meets the more than minimum standards of compliance with the writing-across-the curriculum requirement.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No

Yes. If yes, please give some examples.

John Jay's Lloyd Sealy Library has the most comprehensive CRJ collection and it has most of the books, reports, journals on crime prevention and control that could support the

students in their course work. For example, the library has the following book (s) that will be required and recommended for the course.

Kennedy, David M. (2009). Deterrence and Crime Prevention: Reconsidering the Prospect of Sanction London: Routledge.

Braga, Anthony A. (2008). Problem-Oriented Policing and Crime Prevention, 2nd ed. Monsey, NY: Criminal Justice Press.

Lab, Steven P. (2000). Crime Prevention: Approaches, Practices and Evaluations, Fourth Edition. Cincinnati, Ohio: Anderson Publishing.

b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

NA

d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No

Yes. If yes, please name them.

Students will be encouraged to use criminal justice databases, such as: EBSCOhost Academic Search Premier; NCJRS; Criminal Justice Abstracts; Criminal Justice Periodicals, JSTOR; Proquest; psycInfo; socINDEX; Lexis-Nexis.

Name of library faculty member consulted: Professor Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at

<http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

PLEASE SEE ATTACHED

14. Date of **Department curriculum committee** approval: 12/15/09

15. **Course offerings**

a. When will this course be taught?

Every semester, starting Fall 2011

One semester each year, starting _____

One semester every two years, starting _____

b. How many sections of this course will be offered? 1

c. Who will be assigned to teach this course?

Professors Freilich; Kennedy; Mellow; Natarajan; Terry

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan J. Mandery, Criminal Justice Department Chair

Date of approval: 12/15/09.

- b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

This course will be a required course in the Criminal Justice BA program, Part I, Core Courses.

It could be used as part of electives/special areas sections of most majors and minors at JJ including Correctional Studies (BS); Criminal Justice (BA & BS); Criminal Justice Management (BS); Criminology (BA); Culture and Deviance Studies (BA); Gender Studies (BA); International Criminal Justice (BA); Legal Studies (BS); Police Studies (BS) Political Science (BA); and Security Management (BS).

- c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department]. NA



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

CRIME PREVENTION AND CONTROL

(CJBA 250)

by

David M. Kennedy

212 484-1323

dakennedy@jjay.cuny.edu

Mangai Natarajan

212 237-8673

mnatarajan@jjay.cuny.edu

Department of Criminal Justice

CRIME PREVENTION AND CONTROL

Syllabus

COURSE DESCRIPTION

This course will introduce students to the theory and practice of various approaches to crime prevention and control. It will explore innovative, practical, and powerful ways to address crime including situational crime prevention; problem-oriented policing; hot spot policing, "broken windows" policing and focused deterrence. It will offer clear examples of effective crime prevention and control strategies and explore related policy issues concerning race, class, gender, and social justice.

GOAL OF THE COURSE

The course will assemble and address the emerging state of the art in crime prevention and control. It will cover:

- core intellectual and political images of crime and criminality
- central findings of criminology
- dominant traditional criminal justice "case processing" and social "root cause" perspectives, and the strength and weaknesses of each as intervention strategies
- emerging analytic and operational frameworks:
 - situational crime prevention
 - problem solving
 - repeat victimization
 - routine activities theory
 - hot spots
 - focused deterrence
 - theories of community dynamics such as "broken windows"
 - approaches to illicit markets and market disruption
 - norms and network dynamics
 - dynamic processes
- information, research, and analytic sources and methods to support these frameworks
- different approaches to crime control and key social policy debates: race, class, gender, and social justice
- experiences to date, and prospects for, applications to central crime concerns: street crime, drug issues, white collar crime, domestic violence, official criminality (i.e., police corruption and abuse)

While no specialized knowledge or background is required, the course presumes a basic understanding of criminal justice institutions and practices. The substance of the course is applicable to a wide range of political and institutional settings, and examples will be drawn from a range of international experience.

LEARNING OBJECTIVES OF THE COURSE

Knowledge Objectives:

Students will be able to

- Understand the mechanics of crime prevention and control
- Evaluate a range of core crime prevention and control frameworks
- Distinguish long term vs short term, and theoretical vs practical ways of preventing and controlling crime
- Analyze the underlying theoretical assumptions and their implications for crime prevention and control
- Draw links between theory, research and prevention and control polices
- Recognize the importance of culture sensitive and crime specific prevention/control measures
- Conceptualize prevention/control measures across a wide array of real-world situations
- Value the role of partnerships between and among academics, community leaders, police, government, city management etc in developing and sustaining crime prevention initiatives

Performance Objectives:

Students will be able to

- Undertake a policy relevant prevention approach to studying crime and criminal behaviors
- Design a policy relevant crime prevention proposal
- Develop ideas for independent research projects
- Generate discussions and debates about the strengths and limitations of a variety of both traditional and modern forms of crime prevention initiatives
- Utilize problem solving approaches in dealing with crime and criminality
- Appreciate the need for and the complementary nature of both qualitative and quantitative research methodologies in the field of crime prevention and control
- Compose research hypotheses relating to crime prevention
- Assess systematic evaluation needs in crime prevention projects
- Think critically about local, national, and international level crime prevention efforts

COURSE REQUIREMENTS

1. Assigned **readings** must be completed before each class.
2. **Participation** in class discussions.
3. **Multiple Choice Exam:** There will be four multiple choice tests (Each test consisting of 30 questions). Every three weeks, 15 minutes will be devoted to this assignment. The students will be tested on the concepts that they have learned. This will provide performance feedback for the students by the 6th week of the semester. Please note that no makeup exam will be given unless medical documentation is produced.

4. **Final Exam:** A 2- hour final exam will include Multiple Choice (50 items), short answer (10 questions) true or false (20 items)
5. **Final Paper:** Designing a policy-oriented crime prevention research proposal (5 pages, single spaced, maximum 2500 words): Students must identify a specific crime or disorder problem that is local (street, community, facilities, institutions), national, transnational or international. They must undertake a comprehensive literature search, based mostly on library materials but also including Internet resources to, (1) identify causes of the problem, and (2) design effective ways of responding to the problem. This assignment will help students learn to define a problem, use their research skills, link theory to practice and devise appropriate, culturally-sensitive and practical prevention techniques. Instructions will be provided on how to prepare the proposal. There will be five parts to the paper, with deadlines for each part (see course outline for deadlines): 1. Introduction: One page including a general description of the nature and extent of the selected crime (Students must use library sources, not just INTERNET. Note: Wikipedia is NOT an appropriate source). 15% of the grade will be assigned for this part. 2. Contributing factors to the crime problem: This involves identifying the root causes of the problem (including both immediate and distal factors). For this section students must also refer to scholarly journals in criminology, criminal justice and victimology. One and a half pages are required for this part, which is worth 25% of the grade. 3. Responding to the problem: Involves writing two pages on prevention and control measures linking to the causal factors identified. This part requires a review of literature on prevention concepts learned in class lectures. 35 % of the grade is assigned to this part. 4. Conclusion : This involves writing one page describing the future of the problem, the need for immediate attention, the partnerships needed to solve the problem, the difficulties likely to be faced in implementing measures and how to overcome them. 15% of the grade is allocated for this part. 100-word abstract and an APA style bibliography constitute 10% of the grade. Instructions will be provided.

ATTENDANCE

Regular attendance is important, as good performance on the exams will require knowledge of material presented in classes, which is not always fully covered in the text. If the class meets twice a week, a total of four absences or more will result in a reduced grade; if it meets once a week, two absences or more will result in a reduced grade. Please note that these absences should not be continuous.

CLASSROOM GUIDELINES

1. ARRIVE ON TIME. Late arrival is disruptive to the students and the professor.
2. REMAIN IN THE CLASSROOM FOR THE ENTIRE PERIOD. Once the student has entered the classroom you may only leave for an emergency or with the professor's permission.
3. PAY ATTENTION TO THE SESSION OR DISCUSSION GOING ON IN THE CLASSROOM. Classroom activities are centered around teaching and learning. Any activity, which does not contribute to these processes, is not allowed.
4. FOOD MAY NOT BE BROUGHT INTO OR CONSUMED IN THE CLASSROOM.

5. NO Cell Phone Use.
6. NO PERSONAL INTERNET BROWSING during the class period

Violating any of the above listed rules may result in a reduced grade.

GRADING

Final grades will be determined, using student's performance on the following:

Multiple Choice Exam- 20%

Final Exam- 25%

Final Term Paper – 45%

Attendance and Participation in the class discussions- 10%

Grade points: 93.0-100.0 = **A**; 90.0-92.9=**A-**; 87.1-89.9 = **B+**; 83.0-87 = **B**; 80.0-82.9=**B-**; 77.1-79.9 = **C+**; 73.0-77.9 = **C**; 70.0-72.9=**C-**; **67.1-69.9=D+**; 63.0-67.0=**D**; 60.0-62.9=**D-**; below 60 = **F**.

Grading Definition

A, A-	Excellent
B+, B, B-	Very Good
C+, C	Satisfactory
C-, D+, D, D-	Poor
F	Failure

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.

- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

REQUIRED TEXT

Kennedy, David M. (2009). Deterrence and Crime Prevention: Reconsidering the Prospect of Sanction London: Routledge. Please note that copies of the book will be on reserve at the library.

RECOMMENDED TEXTS

Lab, Steven P. (2000). Crime Prevention: Approaches, Practices and Evaluations, Fourth Edition. Cincinnati, Ohio: Anderson Publishing.

Braga, Anthony A. (2008). Problem-Oriented Policing and Crime Prevention, 2nd ed. Monsey, NY: Criminal Justice Press, 2008.

N.B. It is important to retain this syllabus as a guide to the material covered, schedule of classes and assignments.



COURSE OUTLINE

WEEK 1: Orientation and Introduction to Crime and Criminality

Anderson, Elijah. (1999). Code of the Streets: Decency, Violence, and the Moral Life of the Inner City. WW Norton and Co: New York. Chapter 3 pp. 107-141

Moore, Mark H., Carol V. Petrie, Anthony A. Braga, and Brenda L. McLaughlin, eds., (2003) Deadly Lessons: Understanding Lethal School Violence The National Academies Press: Washington, D.C pp. 38-57

WEEK 2: Criminal Justice Case Processing: Crime Control Agenda

Kennedy, David M. (2009). Deterrence and Crime Prevention: Reconsidering the Prospect of Sanction London: Routledge, Chapters 5 and 6 pp. 42-72.

Mills, Linda (2003). Insult to Injury: Rethinking Our Responses to Intimate Abuse, Princeton, N.J.: Princeton University Press, pp 33-49.

WEEK 3: Crime Specificity and Root Causes

Posner, Mark (1994). "Research Raises Troubling Questions About Violence Prevention Programs" *The Harvard Education Letter* 10(3), 1-4.

Newman, Katherine S. (2004). Rampage. Basic Books: New York Chapter 10 pp. 229-270

Webster, Daniel. (1993) "The unconvincing case for school-based conflict resolution programs for adolescents" *Health Affairs* Vol. 12. No. 4 , pp 126-147 available online at <http://content.healthaffairs.org/cgi/reprint/12/4/126>

***Multiple Choice Exam 1**

WEEK 4: Strategic Crime Prevention and Control

Tonry, Michael and David P. Farrington "Strategic Approaches to Crime Prevention" in Tonry, Michael and D. Farrington, eds, (1995). Building a Safer Society: Strategic Approaches to Crime Prevention Chicago, IL: University of Chicago Press. Pp. 1-20.

***Introduction Section of the final paper due**

WEEK 5: Repeat Victimization

Jalna Hanmer, Sue Griffiths, and David Jerwood. (1999). "Arresting Evidence: Domestic Violence and Repeat Victimization." Police Research Series Paper 104. Pp.1-54 available online at <http://www.homeoffice.gov.uk/rds/prgpdfs/fprs104.pdf>

Pease, K and G Laycock (1996). "Revictimization: Reducing the Heat on Hot Victims" Washington DC: National Institute of Justice 1996. Pp.1-5 available online at <http://www.ncjrs.org/pdffiles/revictim.pdf>

Forrester, D., M. Chatterton, and K. Pease. (1998). "The Kirkholt Burglary Prevention Project:Rochdale" Crime Prevention Unit Paper no. 13 London:Home Office. Pp.1-50 available online at <http://www.homeoffice.gov.uk/rds/prgpdfs/fcpu13.pdf>

WEEK 6: Broken Windows

Kelling, George L. and James Q. Wilson. (1982). "Broken Windows" The Atlantic Monthly, March, 1982. pp1-5

Kelling, George and Catherine M. Coles (1996). Fixing Broken Windows, Martin Kessler Books: New York. Chapter 1 pp. 1-38

Multiple Choice Exam 2

WEEK 7: Situational Crime Prevention and Routine Activities Theory

Clarke, Ronald V. (1995). "Situational Crime Prevention" in Tonry, Michael and D. Farrington, eds, Building a Safer Society: Strategic Approaches to Crime Prevention Chicago, IL: University of Chicago Press. pp.91-150

Felson et al, (1997). "Redesigning Hell: Preventing Crime and Disorder at the Port Authority Bus Terminal" in Clarke, R.V. (ed), Preventing Mass Transit Crime. Crime Prevention Studies, vol. 6 Monsey, NY: Criminal Justice Press.pp.1-92

***Analysis of contributing factors to crime section of the final paper due**

WEEK 8: Hot Spots

Sherman, L. W. and D. Weisburd, (1995) "General Deterrent Effects of Police Patrol on Crime Hot Spots: A Randomized Controlled Trial" Justice Quarterly 12:625-648

Braga, Anthony A. (2001) "The Effects of Hot Spots Policing on Crime" Annals of the American Academy of Political and Social Science 578:104-125

WEEK 9: Civil Enforcement

Silverman, Eli B. (1999), NYPD Battles Crime, Northeastern University Press: Boston. Chapter 6 "100 Palmetto Street" pp 125-146

*Multiple Choice Exam 3

WEEK 10: Environmental Crime Control

Jacobs, Jane, (1961). The Death and Life of Great American Cities, Random House: New York Chapter 2 “The Uses of Sidewalks: Safety” pp. 109-11.

Cisneros, Henry. 1995. *Defensible space: deterring crime and building community*. Rockville, MD: U.S. Department of Housing and Urban Development. Pp. 1-30.

WEEK 11: Markets and Market Disruption

Sutton, M. (1998) Handling Stolen Goods and Theft: A Market Reduction Approach. Home Office Research Study 178. Home Office. London. pp. 1-117.
<http://webarchive.nationalarchives.gov.uk/20110220105210/rds.homeoffice.gov.uk/rds/pdfs2/hors178.pdf>

WEEK 12. Focused Deterrence

Kennedy, David and Anthony A. Braga, Anne M. Piel, Elin J. Waring. (2001). “Reducing Gun Violence: The Boston Gun Project’s Operation Ceasefire”, National Institute of Justice . pp 1-71.

Papachristos, A. V., Meares, T., Fagan, J. (2007). Attention Felons: Evaluating Project Safe Neighborhoods in Chicago. *Journal of Empirical Legal Studies*, 4. (2), 223-272.

Seabrook, John (2009) “Don’t Shoot” *The New Yorker*, June 22. pages 4

*Multiple Choice Exam 4

WEEK 13: One attempt to put it all together: Controlling drug-related harms in High Point, North Carolina

Kennedy, David M. Deterrence and Crime Prevention: Reconsidering the Prospect of Sanction London: Routledge. Chapter 9, pp. 142-165.

Kennedy, David M. (2009). *Drugs, Race and Common Ground: Reflections on the High Point Intervention* NIJ Journal No. 262. pp. 12-17.

WEEK 14: PAPER DUE –Over view

WEEK 15- EXAM WEEK- FINAL EXAM



CJBA 363. SPACE CRIME & PLACE

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Criminal Justice

b. **Date** submitted to Office of Undergraduate Studies:

c. **Name** and contact information of proposer(s): Valerie West

Email address(es): vwest@jjay.cuny.edu

Phone number(s): 212-237-8387

2 a. **Title of the course: Space, Crime and Place: Methods, Applications and Theory**

b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Space, Crime & Place

3 a. **Level** of this course:

100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

This course is a 300-level course in the Criminal Justice BA program. It builds upon prior knowledge from statistics (STA 250) and the quantitative inquiry course CJBA 2XX [240] which are at the 200-level. This course prepares students to consider topics in this area for their capstone work at the 400-level.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBA

- 4 **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

Spatial regression analysis is a collection of statistical methods specifically designed to address problems of spatial dependence in cross-sectional and panel data. They are often used to analyze the relationship of human action and the physical environment. Descriptive spatial statistics, spatial weights, and spatial autocorrelation, as well as theoretical approaches to the use of spatial data are explored. Spatial Statistics will be used to analyze the influence of space on crime and justice. 3 hours, 3 Credits Prerequisites: ENG 102/201 CJBA 240 or STA 250

- 5 **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 102/201, STA 250 or CJBA 240 (Quantitative Inquiry of Problems in CJ)

- 6 Number of:

1	Class hours	<u> 3 </u>
2	Lab hours	<u> </u>
3	Credits	<u> 3 </u>

- 7 Has this course been taught on an **experimental basis**?

No

Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

- 8 **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Spatial statistics are increasingly important in the social sciences, this is particularly true for the study of crime and justice. Spatial statistics are used in epidemiological research to model disease. In criminal justice they have been used to model everything from homicide trends to incarceration. Spatial statistics are employed by state and federal agencies to understand crime patterning and as a predictive tool to deploy resources. The ability to identify,

use, and analyze spatial data is in high demand. Yet the college offers no course that provides a full treatment of the topic.

9 Course learning objectives:

a. Knowledge objectives:

(What do you expect students to know after taking this course?)

The main objectives of the course are:

- An understanding of the theoretical foundation of spatial analysis
- Students should be able to understand and use different spatial statistical tools
- The ability to identify spatial, analyze, and model spatial processes
- The basics of using cartographic information in spatial analysis; how to join spatial units; and other techniques for manipulating and analyzing spatial data.

b. Performance objectives:

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

- Students will develop research questions suitable for spatial analysis
- Students will collect and or analyze spatial data related to their research question
- Students will construct research design appropriate for their research question
- Students will critically assess the material presented
- Students will also learn how to productively critique other researchers' projects
- Student will use spatial statistics to analyze data related to their research project.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes students will be directed to use a number of websites and data repositories for this course. Including, but not limited to the following:

Center on Spatially Integrated Social Sciences, <http://geodacenter.asu.edu/>
 The US census at www.census.gov; Infoshare, a repository of data on New York City
<http://www.infoshare.org>, and the Interuniversity Consortium of Political and Social Research
<http://www.icpsr.umich.edu>, and additional websites particular to each student's interest.

iii. How & where in the class calendar will students be taught in class how to use these information tools? Each class devotes time to this issue, particularly in week 1, 3, 4, 5, and 7.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The above objectives assist students in the ability of critically evaluate issues in crime and justice from an evidence based perspective which is an objective of the CJBA major.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

Class Participation, Homework, Take Home Assignments, Qualitative Paper, and a Final Project

10. Recommended writing assignments

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

There are two main writing assignments. The first paper is a qualitative paper (3-4 pages) due the fourth week of class. This paper addresses the relationship between human action, issues of crime and justice and the physical environment. The second paper is longer (8-10 pages) and is the culmination of a semester long original empirical research project of the student's design. This paper uses spatial statistics to analyze an issue/problem in criminal justice. In addition, many of the homework assignments require the student to write about data.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu)).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No
 Yes. If yes, please give some examples.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No
 Yes. If yes, please name them.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)
 Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

Boyer, Paul & Stephen Nissenbaum, Salem Possessed: The social origins of witchcraft

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No
 Yes. If yes, please name them.

Name of library faculty member consulted: Kathleen Collins

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes The class will meet in a computer lab. Maggie Smith has assured me that there is lab space available for this course.

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at

<http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

See attached

14. Date of **Department curriculum committee** approval: December 15, 2009

15. **Course offerings**

When will this course be taught?

Every semester, starting _____

One semester each year, starting Spring 2013

One semester every two years, starting _____

How many sections of this course will be offered? 1

Who will be assigned to teach this course? Valerie West, Mangai Natarajan, Mike Maxfield, Hung-En Sung, and Sung-Suk Violet Yu.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Evan Mandery

Date of approval: 12/15/09

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

For the Criminal Justice BA - Research Focus Electives: Under the major students take 9 credits under the heading of Research Focus. Space Crime and Place is one of the research focused course that students will choose from.

c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

NA

John Jay College of Criminal Justice
Space, Crime and Place:
An Introduction to Spatial Statistics
 (CJBA 363)

Valerie West
 Department of Criminal Justice
 899 Tenth Ave, 422:14T
 Phone 212-237-8387
vwest@jjay.cuny.edu

Office Hours
 Mon/Wed 10:30-11:30
 & By Appointment

Space is the Place. --Sun Ra

Course Description

This is an introduction to spatial statistics. Spatial regression analysis is a collection of statistical methods specifically designed to address problems of spatial dependence in cross-sectional and panel data. They are often used to analyze the relationship of human action and the physical environment. Descriptive spatial statistics, spatial weights, and spatial autocorrelation, as well as theoretical approaches to the use of spatial data are explored. Spatial Statistics will be used to analyze the influence of space on crime and justice. Spatial statistics are increasingly used in the study of crime and justice, demography, epidemiology, economics and many other fields. All social phenomena occur in time and space, this course will identify the influence of physical space on social phenomena. Spatial Statistics will be used to analysis the influence of space on Crime and Justice.

Learning Outcomes

- 1) Students will be familiar with the foundation of spatial analysis.
- 2) Students will be able to manipulate, display and analyze spatial data.
- 3) Social behavior occurs in time and space. Students will learn to identify when social processes are spatially dependent and identify the policy implications of spatially dependent processes.
- 4) Although this is not a mapping, GIS, or GeoDa course, you will learn: the basics of displaying data on maps; how to use cartographic information in spatial analysis; how to join spatial units; and other techniques for manipulating, displaying and analyzing spatial data.

Course Requirements*

All readings, exercises, and other homework are due prior to the first class of the week. The course is demanding. The material is built on a scaffold and builds on itself. Therefore, you must keep current with homework, assignments and exercises. Bring your questions about the material to class. Throughout the semester there will homework assignments and longer take-home assignments. There are two papers for this course. The first paper is a qualitative paper, which explores the relationship of space and human action. The second is a semester long research project using spatial analysis to explore a problem in crime and justice. Your grade will be based on the homework/take-home assignments, qualitative paper, and the final research project. The homework and take home assignments are designed to build your analytic skills and your understanding of the material. The papers demonstrate your ability to apply the skills learned. There will be no incomplete grades given in this course.

Prerequisites

STA 250, or CJBA 240. Knowledge of basic regression analysis is assumed. A prior course on research methods is encouraged.

Assignments and Grading

Class Participation:

Students are encouraged to participate in class. During the course students will be asked to present their work to the class and demonstrate a technique. You are expected to ask questions during class and to respond to material being presented by the instructor and other students.

Homework & Take Home Assignments:

There will be regular homework assignments. Homework will be assigned for the week. Unless otherwise instructed, homework is posted on blackboard prior to the first class of the week and brought to the first day of class for each week. Homework will take many forms and will often require access to a pc. Take home Assignments are assignments that will require more than one week to complete. Often these assignments will have multiple steps and are designed to increase your skills with gathering, presenting, and analyzing spatial data. Assignments are posted on Blackboard

Paper 1:

This paper is a qualitative paper exploring the relationship of space and human action as it relates to crime and justice. 3-4 pages.

Final Project:

For the final project the student will pick a topic in the study of crime and justice develop a research question, collect data and analysis the collected data using spatial statistics. The paper should be between 8-10 pages. See the course blackboard site for a list of topics.

Final grades will be based on the following:

Class Participation	5%
Homework/Take Home Assignments	25%
Paper 1	20%
Final Project	50%

The John Jay College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, pp 38-39)

Required Text and Other Material

Parker, Robert Nash & Emily K. Asencio (2008) GIS and Spatial Analysis for the Social Sciences: Coding Mapping and Modeling, Routledge: New York, NY (PA)

Anselin, Luc (2005) Exploring Spatial Data with GeoDa: A Workbook, Center on Spatially Integrated Social Sciences, free available at <http://geodacenter.asu.edu/>

--- GeoDa™ 0.9 User's Guide free available at <http://geodacenter.asu.edu/>

GeoDa™ free shareware available at <http://geodacenter.asu.edu/>

Boyer, Paul & Stephen Nissenbaum, Salem Possessed: The social origins of witchcraft

Links to additional readings on Blackboard (BB)

Course Outline*

Fundamental Concepts

Week 1 Introduction to the course: What is spatial data?
Course requirements, syllabus, and introduction to maps (PA, pp. 1-50)

Week 2 Boyer, Paul & Stephen Nissenbaum, Salem Possessed: The social origins of
witchcraft chapter 1-4
Introduction to Thematic Maps (PA) pp 51-83

Simple Displays

Week 3 Homans, George, The human group-Selections (BB)
Mapping for Analysis, (PA, pp 84-111)
In class assignment 1 <http://www.infoshare.org>

Spatial Units: Are the Data Spatial?

Week 4 The Big Cats Census Maps www.census.gov
What is the proper unit of analysis in GIS (PA, pp. 112-27)
First Paper Due

Spatial Effects & Diffusion

Week 5 Tolnay, Stewart, E. & E. M. Beck (1996) Vicarious violence: spatial effects on
southern lynching, 1890-1919, *American Journal of Sociology* 102:3, 788-815. (BB)
Multiple Variable Maps (PA, pp. 128-59)

-Paper Topics & Research Questions Due

Week 6 Baller, Robert D., Luc Anselin, Steven F. Messner, Glenn Deane, and Darnell F.
Hawkins (2001) Structural covariates of U.S county homicide rates: Incorporating
spatial effects." *Criminology* 39:561-90 (BB)
Maps for Better Decisions (PA, pp. 160-200)

Geospatial Modeling and GIS

Tienda, Marta (1991) "Poor people in poor places: Deciphering neighborhood
effects on poverty outcomes." in Joan Huber (ed) *Macro-Micro Linkages in
sociology*, Newberry Park, CA Sage Publications. (BB)
Geospatial Modeling and GIS –Statistical Modeling of Spatial Data (PA, pp 201-
15

-Data Sources Due**Spatial Data**

Week 7 Types of Data used in Spatial Modeling (PA, pp. 216-34)

Moran's I & Spatial Weights

Week 8 Class handout computing Moran's I in Excel
Anselin, Luc Spatial analysis of crime, Measurement and Analysis of
Crime and Justice, (BB)
Introduction to GeoDa (WB Ch 1-5, pp. 1-34)

Analyzing Spatial Data with GeoDa

- Week 9 Anselin, Luc, Exploring Spatial Data with GeoDa: A Workbook (Ch, 6-10, pp 36-77)
 Spatial Data Manipulation
 EDA Basics and Linking
 Brushing
 Multivariate EDA
 Advanced Multivariate EDA
- Week 10 Anselin, Luc, Exploring Spatial Data with GeoDa: A Workbook (Ch, 11-14 pp. 78-104)
 Exploratory Spatial Data Analysis (ESDA) Basics and Geo Visualization
 Advanced ESDA
 Basic Rate Mapping
- Spatial Weights II**
- Week 11 Anselin, Luc, Exploring Spatial Data with GeoDa: A Workbook (Ch, 15-19 pp. 105-47)
 Contiguity Based Spatial Weights
 Distance-Based Spatial Weights
 Spatially Lagged Variables
 Global Spatial Auto Correlation
- Week 12 Anselin, Luc, Exploring Spatial Data with GeoDa: A Workbook (Ch, 20-22 pp. 148-200)
 Spatial Autocorrelation For Rates
 Bivariate Spatial Autocorrelation
 Regression Basics
- Week 13 Anselin, Luc, Exploring Spatial Data with GeoDa: A Workbook (Ch, 23-25 pp. 201-23)
 Tolnay, Stewart, E. & E. M. Beck (1996) Vicarious violence: spatial effects on southern lynching, 1890-1919, *American Journal of Sociology* 102:3, 788-815. (BB)
 Regression Diagnostics
 Spatial Lag Model
 Spatial Error Model
- Week 14 Presentation of Final Projects
- Week 15 Final papers are due the day of the scheduled final exam

*Subject to change

Bibliography

- Anslin, Luc (1988). Spatial Econometrics: Methods and Models Boston, Boston, MA: Kluwer Academic Publishers
- Anslin, Luc, Jacqueline Cohen, David Cook, Wilpen Goor, and George Tita (2001). Spatial Analysis of Crime . In David Duffee (ed.), *Criminal Justice 2000*. Vol4. Measurement and Analysis of Crime and Justice. Washington D.C.: National Institute of Justice
- Cliff, Andrew and J. Keith Ord, (1981). Spatial Processes: Models and Applications. London: Pion
- Felson, Marcus (1994) Crime in Everyday Life: Insights and Implications for Society, Thousand Oaks, CA: Pine Forge Press.
- Festinger, Leon, Atanly Schachter and Kurt Black (1950), Social Pressures in Informal Groups. Stanford, CA: Stanford University Press
- Haining, (2003) Spatial Data Analysis: Theory and Practice, Cambridge
- Lersch, Kim Michelle (2004), Space, Time, and Crime, Carolina Academic Press. NC.
- Maltz, Micheal D. and Joseph Targonski (2002). "A Note on the Use of County Level UCR Data," Journal of Quantitative Criminology
- Massey, Douglas S. (1979). "Effects of Socioeconomic Factors on Residential Segregation of Blacks Spanish American in U.S. Urban Areas." American Sociological Review 44:1015-22.
- Massey, Douglas S., and Nancy Denton. (1988). "Suburbanization and Segregation in U.S. Metropolitan Areas." American Journal of Sociology 94:592-626.
- Massey, Douglas S., and Nancy Denton. (1993). American Apartheid: Segregation and the Making of the Underclass. Cambridge, Mass: Harvard University Press.
- Messner, Steven F., Luc Anslin, Robert D. Baller, Darnell F. Hawkins, Glenn Deane, and Stewart F. Tolney (1999) "The Spatial Patterning of County Homicide Rates: An Application of Exploratory Spatial Data Analysis." Journal Quantitative Criminology 15:423-450.
- Odland, John (1988) Spatial Autocorrelation. London: Sage Publication
- Paternoster, Raymond, & Robert Brame et. al. (2003) An Empirical Analysis of Maryland's Death Sentencing System with Respect to the Influence of Race and Legal Jurisdiction: Final Report, unpublished manuscript
- Poveda, Tony G. (2000) "American Exceptionalism and the Death Penalty," Social Justice 27:252-67
- Quillian, Lincoln (2002) "Why is black-White Residential Segregation so Persistent?: Evidence on Three Theories From Migration Data." Social Science Research 31:197-229
- Quillian, Lincoln and Devah Pager (2001), "Black Neighbours, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighbourhood Crime." American Journal of Sociology 107:717-67
- Stucky, Thomas, D. & John R. Ottensmann (2009), "Land Use and Violent Crime" Criminology 47:1223-61
- Waller & Gotway (2003), Applied Spatial Statistics for Public Health, Wiley

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached *as one file only* and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Sociology

b. **Date** submitted to Office of Undergraduate Studies: 11/9/09

c. **Name** and contact information of proposer(s):

Robert Garot

Email address: rgarot@jjay.cuny.edu

Phone number(s): (212) 237-8680

2. a. **Title of the course: Sociology of Global Migration**

b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):

Soc Global Migration

3. a. **Level** of this course:

____ 100 Level X 200 Level ____ 300 Level ____ 400 Level

Please provide a brief rationale for why the course is at the level:

This course requires a basic understanding of sociological concepts such as norms, deviance and globalization, provided in Soc. 101. While the concepts build on introductory concepts, they are not of a complexity, and the readings are not substantial enough to merit a 300 level designation.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): SOC

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course will explore theories and dynamics of global migration, in order to provide students with a deeper awareness of the profound global interconnections on which we all depend. Students will become familiar with: conceptual and theoretical issues involved with defining and theorizing immigration, assimilation, integration and transnationalism; the history and contemporary trends in global migration; and the difficulties faced by specific immigrant groups.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

SOC 101, ENG 101

6. Number of:
- Class hours 3
 - Lab hours
 - Credits 3

7. Has this course been taught on an **experimental basis**?

 X No

 Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The world is becoming increasingly global, marked by a freer transfer of goods and services and a greater amount of migration to a wider variety of countries than ever before. Yet, both in Europe and the United States, barriers to immigration are becoming more restrictive, as nativist fears of crime, poverty and terrorism augment. While economic policies in developed nations often trigger emigration from developing nations, developed nations are making immigration increasingly difficult, and reducing services and the means to accommodate newcomers.

Theories of immigration were developed in United States, and often focused on the assimilation of particular ethnic groups. In the contemporary world, the number of possible destinations and points of origin have multiplied, and ethnic enclaves have merged into a complex multi-ethnic tapestry. Hence theories of immigration are transforming into theories of migration, transnationalism, and hybridization in order to keep pace with a changing world.

9. **Course learning objectives:**

a. Knowledge objectives:

(What do you expect students to know after taking this course?)

In this course, students will learn: 1) conceptual and theoretical issues involved with defining and theorizing immigration, assimilation, integration, and transnationalism, 2) the history and trends of global migration, and 3) the difficulties faced by the increasing proportion of women migrants, who often represent the new immigrant pioneers.

b. Performance objectives:

(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...)

Students will improve their skills in reading, synthesizing material, understanding complex contemporary theories and conducting research. Students' final papers will reflect in miniature format the form and substance of professional sociological analysis, as they will apply theories from the course to data published in newspapers, scholarly articles and books.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. For their final papers, students will conduct research online and in the library to find out about the experiences of an immigrant group from one country to another country. They will then analyze and assess these findings in terms of the theories of immigration, assimilation, integration and transnationalism explored in class.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be expected to conduct searches in Sociological Abstracts and the CUNY+ library system.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

Students will be introduced to how to search these items during the second week of class. In the fourth week, students will hand in a one-page single-spaced proposal describing their paper topic; in the sixth week, they will provide an annotated bibliography of either three scholarly articles or one book, and in the ninth week they will provide an annotated bibliography of either five scholarly articles or two books. Hence, they will receive instruction, feedback and assessment on their ability to access and analyze information throughout the class.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

Immigration was one of the dominant topics in sociology when the discipline was founded in the United States, and it remains extremely important and vital. Now that immigration is seen more as a global phenomenon and less as a concern specifically of the United States, our sociology minor would be remiss without this course.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

In the final paper, students will demonstrate 1) mastery of the theories of the course, 2) mastery of the literature on one migrant group in movement to one country, and 3) an application of the theories of immigration, assimilation, integration and transnationalism to the literature review. Students will also be held accountable specifically for mastery of course material through two mid-terms and a final exam.

10. **Recommended writing assignments**

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

Students will have three writing assignments, and will be assessed on their progress throughout the course. The first writing assignment will be a one page proposal, due in the fourth week of class, in which students will propose to study one specific group's movements to one specific country. This will allow the instructor to provide an initial assessment of their writing. It will also provide the students with an initial impression of the professor's standards and expectations in regards to their final paper.

The second writing assignment will be an annotated bibliography based on either five scholarly articles or two scholarly books discovered for the literature review of the final paper. This assignment will require that students write in an informal, objective tone, and clearly, succinctly summarize information in their own words. The first annotated bibliography, of one book or three articles, will be due in week 6, and the second annotated bibliography, of two books or five articles, will be due in week 9. The grade on the second annotated bibliography will override the grade provided on the first.

For the final paper, in 10-15 pages students will first discuss the theories of international migration and transnationalism as provided in the first weeks class, then provide a narrative summary of the information provided in the annotated bibliography. Finally, they integrate the theory with the data, explaining what they learned in the literature review in terms of the theories reviewed in the course.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No
 Yes. If yes, please give some examples.

There is substantial material on international immigration in the CUNY+ system. Students may need to use interlibrary loans for some materials.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No
 Yes. If yes, please name them. Sociological Abstracts will be an important reference source for students.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)
Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

I would hope that the course offerings be kept on reserve.

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No

Yes. If yes, please name them. Sociological Abstracts

Name of library faculty member consulted: Professor Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at

<http://www.jjay.cuny.edu/undergraduestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval:

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____

One semester each year, starting 2010-2011

One semester every two years, starting _____

How many sections of this course will be offered? One

b. Who will be assigned to teach this course? Robert Garot, Rosemary Barberet, Jana Arsovska

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

 No
 X Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

AAH 267 (Same course as HIS 267 and LLS 267) History of Caribbean Migrations to the United States

HIS 214 Immigration and Ethnicity in the United States

Did you consult with department (s) or program(s) offering similar or related courses or majors?

 Not applicable
 No
 X Yes. If yes, give a short summary of the consultation process and results.

On 11-2-09, Allison Kavey, the Chair of the History Department, informed me that HIS 214 has not been offered in some time. Luis Barrios, the Chair of the Latin American and Latina/o Studies Department, expressed that he saw no conflict.

Below is the catalog description of HIS 214, focusing on immigrant institutions in the United states, ethnicity, nativism and racism. The proposed course will touch upon such matters, but it focuses primarily on recent theoretical developments in transnationalism and hybridization, as they are manifested *globally*, not only in the United States.

HIS 214 – Immigration and Ethnicity in the United States.

A social history of immigration and ethnicity that focuses on topics such as immigrant institutions, including family, church, community life, unions, gangs, fire companies, saloons, theaters, social mobility and the role of ethnicity and class response to the “immigrant problem”, including assimilations, nativism, racism, and restriction; immigrant ghettos and boss rule; changing immigrant stereotypes; work experience; labor violence and the methods of social control.

17. Will any course be withdrawn if this course is approved?

 X No
 Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): David Brotherton

Date of approval: Fall 2009

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

This course will be part of the sociology minor.

c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department]. NA

College name and address

John Jay College of Criminal Justice
899 Tenth Avenue
New York, NY 10019

Title and Section**Sociology 2XX****Sociology of Global Migration****Professor's Name****Dr. Robert Garot****Office:** 520.33T**Office hours:** 1-2 Monday and Wednesday and by appointment**Phone:** (212) 237-8680**E-mail address:** rgarot@jjay.cuny.edu**Course description**

This course will explore theories and dynamics of global migration, in order to provide students with a deeper awareness of the profound global interconnections on which we all depend. Students will become familiar with: conceptual and theoretical issues involved with defining and theorizing immigration, assimilation, integration and transnationalism; the history and contemporary trends in global migration; and the specific difficulties faced by women immigrants, who are increasingly pioneering migration in their families.

Requirements**Exams**

There will be three exams: two midterms and a final. Some questions will be cumulative, but most of each exam will focus on the immediately preceding material. Exams will be based on lectures, readings and class discussions. Make-up exams will be provided during my office hours, only for *well documented* cases of *extreme emergency*. Further details about the midterm and final exams will be discussed in class.

Papers

For the final paper, you will find contemporary information on an immigrant group from one land settling in another. You may pick any two regions: Philipinos working in Greece, Eastern Europeans working in Saudi Arabia, or Mexicans working in Chicago, for example. To prepare for this paper, you will submit a one-page paper proposal in week four, and then you will present an annotated bibliography in week six, which you will revise and augment to hand in during week nine. Your final paper will include three sections: 1) a literature review of relevant sources from class, discussion theories of immigration, assimilation, integration and transnationalism in your own words, 2) a narrative version of your annotated bibliography, in which you tell what you learned about the experiences of a specific group migrating to a specific part of the world, and 3) an analysis the literature on this migrant group in light of the concepts and arguments presented in class. Further details will be discussed in class.

The paper must be typed and double-spaced. All pages must be stapled together, without special covers or folders. Include your name and ID# in the upper right corner, and center the title over the text on the first page. The written assignment will be accepted on or before the due date; for

each day that the paper is late, one point will be deducted, unless a written excuse from a recognized authority figure, such as a doctor, a dean, or an athletic coach, is provided. *No electronic versions will be accepted.* I will be happy to discuss your paper, but I will not read preliminary drafts.

Cheating/Plagiarism

Familiarize yourself with the John Jay Academic Honesty Policy, under Undergraduate Academic Standards on the John Jay website. Any student who violates this policy will be referred directly to the Vice President of Student Development.

Academic Assistance

Your first source of assistance should be other students in class. Be sure to exchange phone numbers with others, and form study groups. Secondly, come see me during office hours, or contact me with your questions via email. In addition to me, following are some of the resources available on campus to assist you:

<u>Resource</u>	<u>Location</u>	<u>Phone</u>
Basic Skills Program	2420N	(212) 237-8138
Writing Center	450N	(212) 237-8569
Reading and Study Skills Center	3200N	(212) 237-8126
Counseling Department	3140N	(212) 237-8111
SEEK Tutoring Program	3308N	(212) 237-8883

Course pre-requisites or co-requisites

ENG 101; SOC 101

Required Readings

Castles, Stephan and Mark J. Miller. 2003. *The Age of Migration: International Population Movements in the Modern World*

Ehrenreich, Barbara and Arlie Russell Hochschild. 2002. *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. New York: Henry Holt and Company.

Hirschman, Charles, Philip Kasinitz and Josh DeWind, Eds. 1999. *The Handbook of International Migration*. New York: Russell Sage Foundation.

All other reading will be available through Blackboard.

Policies on attendance, lateness, quizzes, and classroom behavior

Attendance and Participation

Attendance and participation are important to maintain our momentum and morale, especially in an intense class such as this. In order to award those who attend, and to provide an incentive for those who might not, 10% of your course grade will depend on this factor. If I find there is a problem with attendance, I will use weekly reflection questions (posted online or provided in class) or quizzes. I excuse attendance only in *officially documented* cases.

Etiquette

Attendance and participation in lecture are integral to this course. Because we will discuss materials not included in the readings, it is essential that you attend every class meeting. I will encourage you to participate in multiple ways during lectures, so come prepared. If you choose to disrupt the class, I will stop the class and wait for you to leave as a courtesy to the other students. This applies especially to the use of *cellular phones* and *eating* (unless you bring enough to share with all).

Statement of College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin)

Grading Policy

You will not be graded on a competitive basis, so in theory everyone can do well. However, to earn a top grade, you will be expected to achieve standards of excellence in your work. Points will be distributed as follows:

Exam #1: 20 points

Exam #2: 20 points

Final (TBA): 20 points

Paper proposal: 5 points

Annotated Bibliography: 5 points

Final Paper: 20 points

Attendance and Participation in Class: 10 points

	B+	88-89	C+	78-79	D+	65-69	
A	93-97	B	83-87	C	73-77	D	55-64
A-	90-92	B-	80-82	C-	70-72	D-	50-54

Course learning objectives:

In this course, students will learn: 1) conceptual and theoretical issues involved with defining and theorizing immigration, assimilation, integration, and transnationalism, 2) the history and trends of global migration, and 3) the specific difficulties faced by the increasing proportion of women migrants, who often represent the new immigrant pioneers.

Students will improve their skills in reading, synthesizing material, understanding complex contemporary theories and conducting research. Students' final papers will reflect in miniature format the form and substance of professional sociological analysis, as they will apply theories from the course to data published in newspapers, scholarly articles and books.

General Writing Guidelines*

Format and Presentation

Do not skip lines between paragraphs (like I'm doing here). Use Times New Roman or CG Times as your font, 12-point size. Papers must be typewritten, double-spaced with approximately 1" margins. Number all pages. Papers must be stapled. This means no plastic binders, no folding the edges together and no paper clips. Do not use a cover page. Include your name and ID Number on the upper right-hand corner of the first page, followed by the title, centered. A bibliography is a necessary part of a research paper (see Citation, below), and should be attached at the end. Papers which egregiously fail to follow these guidelines will be returned to the authors without a grade.

Citation

This is sometimes tricky, but by this point in your academic career, it is essential that you do it correctly. It is expected that you will use material from the texts and lecture to analyze your subject. Thus, whether you use direct quotes or paraphrases, you must give credit to the authors of those words, when they are not your own.

If you cite a lecture, do it this way: (Lecture, 5/31/05). However, relying solely on lecture citations for material that is also in the readings reveals to me that your familiarity with the readings is inadequate. So you should be sure to prioritize. Where appropriate, always cite the original source and not my delivery of it in lecture.

In the text, directly quoted course materials from the textbook should be cited in one of the following ways:

“The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype” (Henslin, 2001:331).

Or alternately:

James Henslin (2001:331) suggests that, “The stereotypes that we learn not only justify prejudice and discrimination but also can produce the behavior depicted in the stereotype.”

Also, be sure to cite any ideas that you borrow, not just quoted text. For instance:

Many analysts have noted how stereotypes may produce the behavior they depict (Henslin, 2001:331).

Any direct quotation that is longer than three lines needs to be set off from the body of the paper by indenting and single-spacing. Since your papers will be double-spaced and indented only to begin paragraphs, you will see the contrast. Be careful to differentiate between what the textbook authors are saying themselves, and the other authors that they may in turn quote. Cite accordingly. Do not string quotes together without putting them in context with your own prose. When you use a direct quote, place it in the context of a sentence that includes an explanation of what the quote means and why it is useful in service of the point you are making.

A full reference, including the author's name, book or article title, publishing information and page numbers will appear in a separate, alphabetically organized bibliography at the end of the

paper, under the heading, “References”. Below is an example of a reference from the reader and from Henslin.

Anderson, Elijah. 1996. “The Code of the Streets.” Pp. 62-73 in Susan J. Ferguson (Ed.) Mapping the Social Landscape. London: Mayfield.

Henslin, James. 2001. Mapping the Social Landscape. Boston: Allyn and Bacon.

Style

In general, write as simply as possible. Never use a big word, when a little one will do. Big words don’t necessarily convey intellectual prowess, especially when they are awkwardly used. Your word choice should be appropriate to formal writing: no slang, and no contractions (“can’t”, “don’t”), unless you are quoting others or it somehow improves your point. You must use words that actually exist, and words must be used correctly. Look up definitions and spellings if you are unsure. Spell check often misses words.

Avoid using the indefinite “you.” You will notice that I am addressing these instructions to you; that is, I am using the second person. That is because I am giving these instructions to a definite person or set of persons. In your papers, unless you mean to address the reader directly, do not use “you” when you mean to use “one” or “we.” Refer to yourself as “I” in describing your experience, and as “we” in your analysis. It is perfectly acceptable to use the first person singular in papers – it is not too informal. Use “we” for the author and the reader together: “We have seen how breaching experiments disturb our taken-for-granted notions about reality.”

Avoid “a lot” (and by the way it’s not spelled “alot”), and “very.” Hemingway and Morrison do not need them, and neither do you. Don’t confuse “their/there/they’re” or “it’s/its”, or “to/two/too”, or “were/we’re/where”, etc. Also please differentiate between “suppose” and “supposed.” These are not interchangeable, and are almost always improperly applied. These sets of words give many students trouble, so please be careful.

Try to avoid using “he”, “his”, or “mankind” to mean anyone or all in general. If for some reason you have a strong ideological commitment to using “he” as the generic, you may do so, but it is not accurate, and there are other options available.

Make sure that nouns and verbs agree in number. Avoid sentence fragments. Make sure that the sentences you write have subjects and predicates. Verbs are also necessary. Do not leave a clause hanging without these necessary components. Avoid run-on sentences. Make sure that if you link things together in a sentence that you do so by using the proper connective words or punctuation marks. These kinds of mistakes can often be caught by reading your paper aloud. If it sounds wrong, it probably is.

Always follow the parsimony principle. That is, use as few words as possible to make your point. Never refer to “society” as an active agent (that’s my pet peeve), as in, “Society requires that people follow norms.”

Process

One way to start is by saying your ideas out loud, and writing them down. Just get the words out of your head and onto the page where you will be able to work with them more easily. I strongly suggest that you write more than one draft of your paper. Most successful papers are begun well in advance of the night before the assignment is due. The best way to start is to just spew out a

messy first draft, getting all of your ideas and facts down on paper (if you write long-hand) or your computer screen (if you prefer to word process). Then, a second draft will help you to organize the sections, focus your argument, and refine the content and style.

You must be at this point before you come to see me about your paper. Although I will be unable to read entire drafts, I may be able to discuss specific parts of your thesis or analysis, and/or help you with difficulties in transitions between ideas or sections of your argument. Be sure that all spelling and grammatical errors, and the formatting the paper are correct in the final draft. You must proofread your own paper. It is not acceptable to turn in a paper with typographical errors, misspellings, nouns and verbs that do not agree, misused words, run-on sentences, sentence fragments, etc. You may want to rewrite the beginning or end of your paper in the last draft. Often in composing your paper, you will have changed your focus or ideas somewhat by the time you finish. You will want to make sure that these changes are reflected in a new version of your introduction or conclusion.

Finally, re-read your own paper and imagine that someone else wrote it. Does it make sense? Fix it, if it doesn't. You may also want to get someone else to read your paper and give you comments. It is often hard to be objective when you are so close in the writing process. If you have trouble with your writing, get help. I am happy to help you in office hours or by appointment, and the campus has a variety of tutoring services available to you.

Good luck, and start writing now!

*This document adapted with thanks from Dr. Kerry Ferris' Case Study Essay Guidelines.

Course outline on a weekly basis.

Please note that the following schedule is tentative, and may change based on how quickly we cover the material. **Be sure to read the assigned materials prior to the day when they are assigned.**

Part I: Theoretical Background

Week 1: Explaining International Migration: Why do People Move?

Massey, Douglas S. 1999. "Why Does Immigration Occur? A Theoretical Synthesis." Pp. 34-52 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

Zolberg, Aristide R. 1999. "Matters of State: Theorizing Immigration Policy." Pp. 71-93 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage Foundation.

International migration is a multi-causal phenomenon, the product of many different forces. However, it seems reasonable to believe that some causal forces exert more influence than others. Taking into account the readings for this week, which do you find most convincing and why?

Week 2: Theories of Integration and Debates over Assimilation

Bean, Frank D. and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage Foundation. Chapter 5.

Zhou, Min. 1999. "Segmented Assimilation: Issues, Controversies, and Recent Research on the New Second Generation." Pp. 196-211 in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage.

In evaluating how worthwhile immigration is, both for the receiving society and for immigrants, we often talk about whether migrants successfully “assimilate” or “integrate”. An assimilation approach was prevalent in the early 20th century, but it lost favor after World War II. Now it is seeing a comeback among some academics, while others talk about “segmented assimilation.” What does integration mean? In what way does segmented assimilation challenge an integration approach? Do you think assimilation or integration is the proper way to evaluate immigrants’ progress? Why or why not? If not, what alternative do you propose?

Week 3: Transnationalism

Levitt, Peggy. 2001. *The Transnational Villagers*. Berkeley: University of California Press. Read Introduction and Chapter 2.

Waldinger, Roger and David Fitzgerald. 2004. “Transnationalism in Question” *American Journal of Sociology* 109(5): 1177-1195.

Where does transnationalism fit into the assimilation/segmented assimilation debate? Do you think that transnationalism is “new”? Why or why not? What are the theoretical implications of accepting a transnational view of immigration?

Week 4: Nation-State versus Postnational Citizenship

Soysal, Yasemin Nuhoglu. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. Chicago, IL: University of Chicago Press. Chs. 1, 7 & 8.

Brubaker, William Rogers. 1990. "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis." *International Sociology* 5(4):379-407.

Bloemraad, Irene. 2004. Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditionalism. *International Migration Review* 38(2).

Why does Soysal believe that traditional citizenship is being eclipsed by a new postnational model of belonging? Would Brubaker agree or disagree? Why? Do you think citizenship and membership increasingly derive from global processes rather than national policies and ideologies? Along which paths do you think membership and belonging will go in the 21st century -- national, transnational or global (postnational)? Why do you think this?

Final Paper: Provide a one-page, single-spaced proposal describing the migrant group you would like to study, including the group’s country of origin and country of destination. Include three references.

Week 5

Review for Exam #1

First Exam #1

Part II: Contemporary Global Migration

Week 6: General Trends

Castles and Miller, pp. 1-49, “Introduction” and “The Migratory Process and the Formation of Ethnic Groups

What are the different ways of conceptualizing the migration process, and what are the dynamics by which the migration process leads to the formation of ethnic groups? Is ethnicity real or constructed? How long does it last?

Final Paper: Hand in an annotated bibliography in which you briefly describe either three scholarly articles on your topic or one book. (The grade on this assignment is provisional, and will be revised when you hand in the completed annotated bibliography in week 9.)

Week 7: A Brief History of International Migration

Castles and Miller, pp. 50-93, “International Migration before 1945,” and “Migration to Highly-developed Countries since 1945”

What were the factors driving international migration prior to 1945? What is different about international migration since 1945? If you could choose in which era you might immigrate, which would you choose, and why?

Week 8: The Politics of International Migration

Castles and Miller, pp. 94-121, 255-277, “The State and International Migration: The Quest for Control” and “Migrants and Politics”

What are the conditions under which the state facilitates migration, or hinders migration? Are such policies primarily based on economic rationales, or are other factors equally important? Should states control immigration? What might happen if they didn’t?

Week 9: Looking Forward

Castles and Miller, pp. 122-153, 220-254, “The Next Waves: The Globalization of International Migration” and “New Ethnic Minorities and Society”

What are some of the contemporary and potential future patterns of international migration? In your own experience, have you witnessed the formation of new ethnic groups? How do you think contemporary ethnicity might differ from ethnicity as witnessed and experienced in New York and Chicago of the early 1900’s?

Final Paper: Hand in an annotated bibliography in which you briefly describe either five scholarly articles on your topic or two books. (The grade for this assignment will override the grade provided in week 6.)

Week 10:

Review for Exam #2

Second Exam #2

Part III: Women and Migration

Week 11

Global Woman, pp. 1-30; 275-284

“Introduction” by Barbara Ehrenreich and Arlie Russell Hochschild

“Love and Gold” by Arlie Russell Hochschild

“Migration Trends: Maps and Chart” by Robert Espinoza

Why are at least 50% or more immigrants now women? What difficulties do they face, both in their new lands and by leaving their families and children behind? How do their countries of origin respond to the care gap?

Week 12: Nannies and Transnational Families

Global Woman, pp. 31-54, 104-153

“The Nanny Dilemma” by Susan Cheever

“The Care Crisis in the Philippines: Children and Transnational Families in the New Global Economy” by Rhacel Salazar Parreñas

“Just Another Job? The Commodification of Domestic Labor” by Bridget Anderson

“Filipina Workers in Hong Kong Homes: Household Rules and Relations” by Nicole Constable

“America's Dirty Work: Migrant Maids and Modern-Day Slavery” by Joy M. Zarembka

Why do you think nannies around the world often face similar degrading conditions in the workplace? Is it possible to improve these working conditions?

Week 13: Family Conflicts

Global Woman, pp. 55-69, 169-206,

“Blowups and Other Unhappy Endings” by Pierrette Hondagneu-Sotelo

“Among Women: Migrant Domestic Workers and Their Taiwanese Employers Across Generations” by Pei-Chia Lan

“Breadwinner No More” by Michele Gamburd

What are some of the conflicts faced by domestic workers in their relations with their employers, their in-laws, and their families back home? How are they able to negotiate these difficulties without losing face?

Week 14: Sex Work

Global Woman, pp. 154-168, 207-229

“Selling Sex for Visas: Sex Tourism as a Stepping Stone to International Migration” by Denise Brennan

“Because She Looks like a Child” by Kevin Bales

In one of the articles for this week, sex workers are portrayed as exercising agency, while in the other they are portrayed as victims. What are the benefits and hazards of each narrative approach? Is it possible that sex workers might be both victims and be actively seeking to better their lives? Do you think sex work can be better controlled? Why or why not?

Conclusion and Review for Final

Global Woman, pp. 254-274

“Global Cities and Survival Circuits” by Saskia Sassen

How does migration empower both women and their countries of origin, despite the often degrading conditions of their work? What agencies are working to improve the lot of such women, and do you think they are effective?

Final Paper Due Date TBA

Final Exam: Time TBA

Note that the final exam will be held in your regularly scheduled classroom

Sociology of Global Migration Bibliography

Calavita, Kitty. 2005. Immigrants at the Margins: Law, Race, and Exclusion in Southern Europe. Cambridge: Cambridge University Press.

Castles, Stephen and Alastair Davidson. 2000. Citizenship and Migration: Globalization and the Politics of Belonging. New York: Routledge.

Cole, Jeffrey. 1997. The New Racism in Europe: A Sicilian Ethnography. Cambridge: Cambridge University Press.

Hondagneu-Sotelo, Pierrette. 2001. Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence. Berkeley: University of California Press.

Koopmans, Ruud, Paul Statham, Marco Giugni and Florence Passy. 2005. Contested Citizenship: Immigration and Cultural Diversity in Europe. Minneapolis: University of Minnesota Press.

Kroes, Rob. 2000. Them and Us: Questions of Citizenship in a Globalizing World. Urbana: University of Illinois Press.

Lahav, Gallya. 2004. Immigration and Politics in the New Europe: Reinventing Borders. Cambridge: Cambridge University Press.

Lucassen, Leo. 2005. The Immigrant Threat: The Integration of Old and New Migrants in Western Europe since 1850. Urbana: University of Illinois Press.

Messina, Anthony M. and Gallya Lahav. 2006. The Migration Reader: Exploring Politics and Policies. Boulder: Lynne Rienner Publishers.

Ong, Aihwa. 2003. Buddha is Hiding: Refugees, Citizenship, The New America. Berkeley: University of California Press.

Ong, Aihwa. 1999. Flexible Citizenship: The Cultural Logics of Transnationality. Durham, North Carolina: Duke University Press.

- Simon, Jonathan. 2007. Governing Through Crime: How the War on Crime Transformed American Democracy. Oxford: Oxford University Press.
- Smith, Robert C. 2006. Mexican New York: Transnational Lives of New Immigrants. Berkeley: University of California Press.
- Soysal, Yasemin Nuhoglu. 1994. Limits of Citizenship: Migrants and Postnational Membership in Europe. Chicago: University of Chicago Press.
- Wrigley, Julia. 1995. Other People's Children: An Intimate Account of the Dilemmas Facing Middle-Class Parents and the Women they Hire to Raise their Children. New York: Basic Books.
- Young, Jock. The Exclusive Society: Social Exclusion, Crime and Difference in Late Modernity. London: Sage Publications.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures

b. **Date** submitted to Office of Undergraduate Studies:

c. **Name** and contact information of proposer(s): Silvia G. Dapia

Email address(es): sdapia@jjay.cuny.edu

Phone number(s): 646-557-4415

2. a. **Title of the course: Elementary Modern Standard Arabic I**

b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): ARABIC 101

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the introductory level.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ARA

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic, and developing students' understanding of Arab culture. Course will be conducted primarily in Arabic.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): None.

6. Number of:

a. Class hours 3

b. Lab hours 0 Lab hours are not required.

c. Credits 3

7. Has this course been taught on an **experimental basis**?

No

Yes. If yes, then please provide:

Semester(s) and year(s): ARA 190 (Intro to Arabic I) course is generally offered in Fall semesters.

- a. Teacher(s): Adjunct (Prof. Suad Mohamed)
- b. Enrollment(s): ARA 190 (Intro to Arabic I) course has received an enrollment of approximately 50 students in two sections
- c. Prerequisites(s): N/A

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The ICJ Department has requested Arabic courses. Currently there are only experimental courses (190 and 191). Arabic is the language of more than twenty Arab countries in West Asia and North Africa. It is one of the six official languages of the United Nations and is considered a critical language in the United States of America. It has made rich contributions over the centuries in various fields of knowledge, especially in philosophy, medicine, mathematics, and other sciences. The study of foreign languages has always been, in most parts of the world, an integral part of what it means to be educated. Being proficient in more than one language will enhance the student's ability to participate effectively in the local, national, and international debates of the 21st century. Foreign language education is in the interest of national and international security. It will allow the student to understand global events and interactions from perspectives other than her own

9. **Course learning objectives:**a. **Knowledge objectives:** (What do you expect students to know after taking this course?)

Upon successful completion of this course, students will be able to: (1) master the Arabic alphabet and sound system; (2) develop a vocabulary-base at the introductory level; (3) develop knowledge of grammar structures at the introductory level; (4) develop an awareness of some aspects of Arab-Islamic life and cultures; (5) familiarize themselves with some of the differences between formal and spoken Arabic.

b. **Performance objectives:** (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...): (6) write accurately from dictation; (7) initiate and sustain social interactions on a number of topics at the introductory level (ask and answer questions, talk about other people, express likes and dislikes, etc.); (8) be able to make an oral presentation on familiar topics at the introductory level (9) understand simple written texts on familiar topics at the introductory level; (10) understand simple audio/video texts on familiar topics at the introductory level; (11) write single paragraphs at the introductory level.c. **Information literacy objectives:**

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #3: Student defines or modifies the information need to achieve a manageable focus; Goals #7, #8 and #11: Student recognizes that existing information can be combined with original thought to produce new information; Goals #9 and #10: Student identifies key concepts and terms that describe the information need; Goal

#4: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, ARA 101 allows students to acquire skills in speaking, listening, reading and writing so as to communicate effectively at the introductory level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Arabic culture.

e. Assessment: How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: A guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to describe themselves, a special friend etc., depending on the topic we cover at the time.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No
 Yes. If yes, please give some examples.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?
 No
 Yes. If yes, please name them.
- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)
 No
 Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
 No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes
13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.ijay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

See attachment.

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: February 18, 2011

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____ Fall 2011 _____

One semester each year, starting _____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections in the Fall and one in the Spring

c. Who will be assigned to teach this course? We already have an adjunct who teaches this course.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results. –

The ICJ Department has requested Arabic courses to serve the needs of their students.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Approval by the Department Chair

Date of approval: February 18, 2011

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

See attached Memo

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 100**

ARABIC 101-- *Elementary Modern Standard Arabic I*

Department of Foreign Languages and Literatures

Instructor:
Class Schedule:
Location:
Office:
Office hours:
Phone:
E-mail:

COURSE PREREQUISITES: This course is designed for **non-native** speakers, that is, students who have not studied Arabic before and do not speak any Arabic. If you have taken Arabic courses previously or speak even a small amount of Arabic, please speak to your instructor about the possibility of enrolling in a course at another level.

COURSE DESCRIPTION: The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills in Arabic. The course stresses communication using both formal and informal Arabic. Emphasis is also placed on reading authentic texts from Arabic media, listening to and watching audio and video materials, and developing students' understanding of Arab culture. Course will be conducted primarily in Arabic.

LEARNING OBJECTIVES: Upon successful completion of this course, students will be able to:

- master the Arabic alphabet and sound system, distinguishing and pronouncing all Arabic sounds;
- write accurately from dictation;
- develop a vocabulary-base to begin building language skills at the introductory level (vocabulary includes but is not limited to parts of the body, sports, health, time, jobs, clothes, family, etc.);
- develop knowledge of the grammar structures associated with communicative performance at the introductory level (grammar includes structures related to describing people and things, expressing likes and dislikes, giving opinions, etc.);
- initiate and sustain social interactions in a number of topics at the introductory level (ask and answer questions, talk about other people, express likes and dislikes, etc.);
- be able to make an oral presentation on familiar topics at the introductory level;
- understand simple written texts on familiar topics at the introductory level;
- understand simple audio/video texts on familiar topics at the introductory level;
- write simple paragraphs at the introductory level;
- develop an awareness of some aspects of Arab-Islamic life and cultures; and
- familiarize themselves with some of the differences between formal and spoken Arabic.

IMPORTANT NOTE: The use of the target language in the classroom dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

REQUIRED MATERIALS:

- *Alif Baa with DVDs: Introduction to Arabic Letters and Sounds*, by Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi.

- *Al-Kitaab fii Tacallum al-Arabiyya with DVDs, Part One*, A Textbook for Beginning Arabic, Part One w/3 DVDs.

**NOTE: We will work with the first 5 chapters of this book.
The rest of the book will be used next semester in 102 and also in 201.**

SUGGESTED RESOURCES:

- **TELL me More** for Arabic. www.Auralog.com
- Various Arabic websites: <http://www.islamicschool.net/Write.html>
- Al-Mawrid Alsagheer English-Arabic Dictionary, Munir Baalbaki

GRADING POLICIES:

PARTICIPATION (20%): Please note that simply attending class does not earn you better than a D grade. Participation means to be actively and cooperatively involved in the classroom session.

Since attaining communicative competence is the primary goal of this course, you must be willing and prepared to express and share ideas with your instructor and classmates and to cooperate in any group activities.

You are expected to come to class prepared for the scheduled lesson. Students must complete assignments given in class on time. Late work will not be accepted without a valid explanation prior to the due date.

Your attendance grade will be calculated on a strict percentage basis. It is expected that you be in class every day. However, if you do not miss more than 3 (three) times, your participation grade will not be affected. Any absence beyond that will result in a reduction of your participation grade by 4 (four) points per absence.

Absence or tardiness is not an acceptable excuse for missing quizzes, tests, or assignment deadlines. It is the student's responsibility to consult the calendar, syllabus, and/or announcements for this course on BlackBoard.

HOMEWORK (15%): Students can expect weekly homework assignments. Homework will consist of activities that help in learning to pronounce and write the Arabic alphabet, build vocabulary and structures, and to develop reading and writing fluency. Exercises from the textbook will be supplemented by the following types of assignments:

- Instructor-made worksheet.
- Short writing assignments.
- Web-page activities. You will be required to visit Arabic websites and complete a worksheet.

Homework will usually be collected at the end of the class period on the day it is due.

Homework will be graded and returned by the next class meeting whenever possible.

QUIZZES (20%): There will be 5 quizzes. The written quizzes will consist of activities that are similar to the assignments.

MIDTERM (15%): This is a comprehensive and cumulative exam covering all the material learned in the *Alif Baa* book. Only students with valid documented absences may retake the midterm within one week of their resumption of attendance.

ORAL EXAM (15%): This is a comprehensive cumulative oral interview scheduled during the last week of classes. The format will be discussed as we approach the end of the semester. There is no make-up for the oral final.

FINAL EXAM (15%): The final exam will be comprehensive. Final exams are scheduled by the school. If it is impossible for you to take an exam on the scheduled day due to a medical or personal emergency, you must provide your instructor with a valid written excuse.

GRADE DISTRIBUTION GRADING SCALE

Participation	20 %
Homework	15 %
Quizzes	20 %
Midterm	15 %
Oral Exam	15 %
Final Exam	15 %

LANGUAGE LABORATORY: The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it,

IMPORTANT NOTE: PLAGIARISM: When you include someone else's information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another's information, ideas, or words without attributing them to that source means that you are presenting someone else's work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an "F" for the essay and the student may also receive an "F" for the course.** Plagiarism and cheating are violations of CUNY's policy on academic integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE CLASS SCHEDULE**

**** Activities and assignments are subject to change during the semester**

Week / Unit	Homework	In Class
Week 1		Course Introduction
Week 1 / Unit One	Read the information on each letter and practice writing them, pp. 8-25; read culture note p. 26.	All drills and listening exercises, pp. 8-26; Unit one, continued; Culture video p. 26.
Week 1 / Unit Two	Prepare all unit pp. 27-38.	All drills and listening exercises pp. 27-39.
Week 2 / Unit Three	Read culture note p. 40; Prepare all unit pp. 41-51; Read culture note pp. 53-54.	Culture video p. 40; All drills and listening exercises pp. 41-52; Culture video/listening comprehension; Review
Week 2 / Unit Four	Read and write pp. 55-61; Read and write pp. 62-71; Read culture note pp. 72-73.	All drills and listening exercises pp. 55-61; All drills and listening exercises pp. 62-71; Culture video/listening comprehension; Review and conversation activities.
Week 3 / Unit Five	Read and write pp.74-80; Read and write pp. 83-90; Read and write pp. 92-93; Read culture note p. 94.	All drills and listening exercises pp. 74-82; All drills and listening exercises pp. 83-91; Oral activities pp. 92-93; Culture video/listening comprehension; Review for Quiz # 1.
Week 3		Quiz # 1
Week 4 / Unit Six	Read and write pp. 95-110; Read and write pp. 111-115; Read pp. 116-118	All drills and exercises pp. 95-110; All drills and exercises pp. 111-115; Drill 18

	and do drill 18, p. 118; Read p. 119.	p. 118; Culture video/listening comprehension.
Week 4 / Unit Seven	Read and write pp. 120-32; Drill 12, p. 135; Drill 14, p. 138.	All drills and exercises pp. 120-32; Drill 10, p. 132-34; Drill 13, p. 136-37; Culture note p. 141.
Week 5		Review activities; Quiz # 2
Week 5 / Unit Eight	Read very carefully pp. 142-46; Read and write pp. 147-51; Read pp. 152-53; Read culture note p. 155.	All drills and exercises pp. 142-46; All drills and exercises pp. 147-51; Arabic numerals, drill 14, p. 154; Culture note p. 155.
Week 6 / Unit Nine	Read and write pp. 156-61; Drill 5, p. 165; Read culture note p. 169; Drill 9, p. 168; Drill 1, p.171; Drill 2, p. 172 (graded).	All drills and exercises pp. 156-63; Reading comprehension drills 6, 7, 8 pp. 166-68; Culture video; Listening exercise 1, p. 171; Drill 173, p. 173.
Week 6 / Unit Ten	Read pp. 176-180; Drill 8, p. 181-82.	Review

Al-Kitaab (Part One)

Week 7	Read Book Introduction	Midterm
Week 7 / Unit 1	Read pp. 5-13; Drills 4, 5, 7, 10; Drill 11, p. 13 (graded); Read pp. 14-15; Drill 12, p. 15; Prepare drill 15, p. 20; Learn vocabulary; Drill 1, p. 2.	Grammar lesson and homework correction; Drill 6, p. 9; Drill 9, p. 12; Grammar lesson pp. 14-15; Culture p. 17-19; Drill 13, p. 16; Drill 15, p. 20; Listen /watch p. 3; Drills 2, 3, p. 3-4.
Week 8 / Unit 2	Learn vocabulary p. 22; Read culture note p. 24; Drill 1, p. 24.; Drill 3, p. 25 (graded); Read pp. 26-29; Drills 4, 5, p. 29; Drill 7, p. 31; Drill 13, p. 37; Drill 14, p. 37-38	Listen /watch pp. 23; Dictation drill 2, p. 25; Grammar lesson pp. 26-29; Drill 6, p. 31; Homework correction; Drill 9. p. 33; Drills 13, 14 pp. 37-38.
Week 9		Review; QUIZ # 3 (units 1 & 2)
Week 9 / Unit 3	Learn vocabulary p. 40; Read culture note p. 43; Drill 2, p. 44; Read grammar pp. 45-47; Drill 6, p. 48 (graded); Drills 9 & 10, p. 50.	Drill 1, p. 41; listen/watch p. 42; Dictation drill 3, p. 44; Correct homework; Grammar drills 4, 5, pp. 46-48; Homework correction Drills 7, 8, p. 49.
Week 10 / Unit 3	Prepare drill12, pp. 51-52; Drills 13, p. 53; Drill 14, p. 54 (graded); Drill 15, p. 54.	Drills 11, 12, pp. 51-52; Homework correction; Oral activity.
Week 10 / Unit 4	Learn vocabulary p. 56; Drill 1, p. 58; Reader grammar pp. 59-64; Drill 5, p. 62; Drill 8, p. 65.	Listen/watch p. 57; Drills 1, 2, p. 58; Drill 3, p. 61; Drill 6, p. 63; Drill 8, p. 64; Homework correction; Culture note & drill 9, p. 66-67.
Week 11 / Unit 4	Drill 11, p. 68-69; Drill 12, p. 70 (graded); <u>Bring some family and friends' photos to class.</u>	Drill 11, p. 68-69; Drill 14, p. 71.
Week 11 / Unit 5	Learn vocabulary p. 73; Drill 13, p. 71; Drill 1, p. 75; Read grammar on p. 77; Drill 4 p. 77; Read grammar pp. 78-80; Drills 5, 6, 7, pp.79-80.	Homework correction; Listen/watch p. 74; Dictation drill 2, p. 76; Drill 3, p. 76; Drill 4, p. 77; Homework correction; Drill 8, p. 81; Review.
Week 12		QUIZ # 4 (lessons 3 & 4)
Week 12	Learn vocabulary p. 82; Drill 10, pp. 83-84; Drills 11 & 12 p. 85 (graded); Read culture note p. 88.	Listening drill 9, p. 83; Drill 10, pp. 83-84; Drill 13, p. 86; Drill 14, p. 87; Listening comprehension, a Fairuz song.

Week 13		QUIZ # 5 (lessons 5)
Week 13	REVIEW FOR ORAL	REVIEW FOR ORAL
Week 14		ORAL EXAM
Week 15		REVIEW FOR FINAL EXAM
Week 16		FINAL EXAM



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures
- b. **Date** submitted to Office of Undergraduate Studies:
- c. **Name** and contact information of proposer(s): Silvia G. Dapia

Email address(es): sdapia@jjay.cuny.edu
 Phone number(s): 646-557-4415

2. a. **Title of the course:** Elementary Modern Standard Arabic II
- b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): ARABIC 102

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level.

- b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ARA

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course is continuation of Elementary Modern Standard Arabic 1 (ARA 101). Second in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary and grammar skills, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. Course will be conducted primarily in Arabic.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): Arabic 101 or equivalent.
6. Number of:

- a. Class hours 3
- b. Lab hours 0 Lab hours are not required.
- c. Credits 3

7. Has this course been taught on an **experimental basis**?

 No

 X Yes. If yes, then please provide:

- a. Semester(s) and year(s): ARA 191 (Intro to Arabic II) is generally offered in Spring semesters.
- b. Teacher(s): Adjunct (Prof. Suad Mohamed)
- c. Enrollment(s): ARA 191 (Intro to Arabic II) has received an enrollment of approximately 30-35 students in two sections.
- d. Prerequisites(s): ARA 190

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

To be offered at the request of the ICJ Department to serve the needs of their students. Arabic is the language of more than twenty Arab countries in West Asia and North Africa. It is one of the six official languages of the United Nations and is considered a critical language in the United States of America. It has made rich contributions over the centuries in various fields of knowledge, especially in philosophy, medicine, mathematics, and other sciences. The study of foreign languages has always been, in most parts of the world, an integral part of what it means to be educated. Being proficient in more than one language will enhance the student's ability to participate effectively in the local, national, and international debates of the 21st century. Foreign language education is in the interest of national and international security. It will allow the student to understand global events and interactions from perspectives other than her own

9. **Course learning objectives:**

a. Knowledge objectives: (What do you expect students to know after taking this course?)

Upon successful completion of this course, students will be able to: (1) develop a vocabulary at the novice mid level; (2) develop knowledge of the grammar structures associated with communicative performance at the novice mid level; (3) develop an awareness of some aspects of Arab-Islamic life and cultures; (4) familiarize themselves with some of the differences between formal and spoken Arabic

b. Performance objectives: (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ...):

(5) initiate and sustain conversations on a number of topics at the novice mid level; (6) be able to make brief and rehearsed presentations on familiar topics with limited reliance on notes at the novice mid level; (7) read texts on familiar topics and understand the main ideas (without using a dictionary) at the novice mid level; (8) understand simple written texts on familiar topics at the novice mid level; (9) write simple paragraphs on familiar topics at the novice mid level.

c. Information literacy objectives:

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #2: Student defines or modifies the information need to achieve a manageable focus; Goals #5, #6 and #9: Student recognizes that existing information can be combined with original thought to produce new information; Goals #7 and #8: Student identifies key concepts and terms that describe the information need; Goal #3: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

e. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, ARA 102 allows students to acquire skills in speaking, listening, reading and writing *so as to* communicate effectively at the novice mid level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Arabic culture as well.

e. Assessment: How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: Most chapters culminate in a composition (of 25 to 30 words), a guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to describe their rooms, their favorite cars, a special friend etc., depending on the topic we cover at the time.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).)
- Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)
 No
 Yes. If yes, please give some examples.
 - Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?
 No
 Yes. If yes, please name them.
 - What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
 - Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)
 No
 Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
 No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes
13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergradtestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

SEE ATTACHMENT

14. Date of **Department curriculum committee** approval: February 18, 2011
15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____ Fall 2011 _____

One semester each year, starting _____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections in the Spring and one in the Fall.
- c. Who will be assigned to teach this course? Adjuncts.
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results. – The ICJ Department has requested Arabic courses to serve the needs of their students.

17. Will any course be withdrawn if this course is approved?
 No
 Yes. If yes, number and name of course(s) to be withdrawn.
18. a) Approval by the Department Chair(s) or Program Coordinator(s):
 Name(s): Approval by the Department Chair
 Date of approval: February 18, 2011
- b) Will this course be part of any **major(s), minor(s) or program(s)**?
 No
 Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.
- c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

SEE ATTACHED MEMO

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 100

ARABIC 102-- *Elementary Modern Standard Arabic II*

Department of Foreign Languages and Literatures

Instructor:
 Class Schedule:
 Location:
 Office:
 Office hours:
 Phone:
 E-mail:

COURSE PREREQUISITES: The pre-requisites for ARA 102 are ARA 101 or permission from the department.

COURSE DESCRIPTION: This course is continuation of Elementary Modern Standard Arabic 1 (ARA 101). Second in a series of courses that develops reading, speaking, listening, writing, and cultural skills in Arabic. Emphasis is placed on reading authentic materials from Arabic media, expanding students' vocabulary and grammar skills, listening to and watching audio and video materials, and developing students' understanding of Arab culture and communicative competence. Course will be conducted primarily in Arabic.

LEARNING OBJECTIVES: Upon successful completion of this course, students will be able to:

- develop a vocabulary at the novice mid level;
- develop knowledge of the grammar structures associated with communicative performance at the novice mid level;
- initiate and sustain conversations on a number of topics at the novice mid level;
- be able to make brief and rehearsed presentations on familiar topics with limited reliance on notes at the novice mid level;
- read texts on familiar topics and understand the main ideas (without using a dictionary) at the novice mid level;
- understand simple written texts on familiar topics at the novice mid level;
- write simple paragraphs on familiar topics at the novice mid level;
- develop an awareness of some aspects of Arab-Islamic life and cultures;
- familiarize themselves with some of the differences between formal and spoken Arabic.

IMPORTANT NOTE: The use of the target language in the classroom dominates the teaching/learning process. The instructor uses various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

REQUIRED MATERIALS:

- *Al-Kitaab fii Tacallum al-Arabiyya with DVDs, Part One*, Second Edition. A Textbook for Beginning Arabic, Part One w/3 DVDs (ISBN: 158901104X)

SUGGESTED RESOURCES:

- *TELL me More* for Arabic. www.Auralog.com
- Various Arabic websites: <http://www.islamicschool.net/Write.html>
- Al-Mawrid Alsagheer English-Arabic Dictionary, Munir Baalbaki

GRADING POLICIES:**PARTICIPATION (20%)**

Please note that simply attending class does not earn you better than a D grade. Participation means to be actively and cooperatively involved in the classroom session.

Since attaining communicative competence is the primary goal of this course, you must be willing and prepared to express and share ideas with your instructor and classmates and to cooperate in any group activities.

You are expected to come to class prepared for the scheduled lesson. Students must complete assignments given in class on time. Late work will not be accepted without a valid explanation prior to the due date.

Your attendance grade will be calculated on a strict percentage basis. It is expected that you be in class every day. However, if you do not miss more than 3 (three) times, your participation grade will not be affected. Any absence beyond that will result in a reduction of your participation grade by 4 (four) points per absence.

Absence or tardiness is not an acceptable excuse for missing quizzes, tests, or assignment deadlines. It is the student's responsibility to consult the calendar, syllabus, and/or announcements for this course on BlackBoard.

HOMEWORK (15%) – Students can expect weekly homework assignments. Homework will consist of activities that help in learning to pronounce and write the Arabic alphabet, build vocabulary and structures, and to develop reading and writing fluency. Exercises from the textbook will be supplemented by the following types of assignments:

- Instructor-made worksheet.
- Short writing assignments.
- Web-page activities. You will be required to visit Arabic websites and complete a worksheet.

Homework will usually be collected at the end of the class period on the day it is due.

Homework will be graded and returned by the next class meeting whenever possible.

QUIZZES (20%) – There will be 5 quizzes. The written quizzes will consist of activities that are similar to the assignments.

MIDTERM (15%) – This is a comprehensive and cumulative exam covering all the material learned in the *Alif Baa* book. Only students with valid documented absences may retake the midterm within one week of their resumption of attendance.

ORAL EXAM (15%) – This is a comprehensive cumulative oral interview scheduled during the last week of classes. The format will be discussed as we approach the end of the semester. There is no make-up for the oral final.

FINAL EXAM (15%) – The final exam will be comprehensive. Final exams are scheduled by the school. If it is impossible for you to take an exam on the scheduled day due to a medical or personal emergency, you must provide your instructor with a valid written excuse.

GRADE DISTRIBUTION GRADING SCALE

Participation	20 %
Homework	15 %
Quizzes	20 %
Midterm	15 %
Oral Exam	15 %
Final Exam	15 %

LANGUAGE LABORATORY – The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

IMPORTANT NOTE: PLAGIARISM – When you include someone else’s information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another’s information, ideas, or words without attributing them to that source means that you are presenting someone else’s work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an “F” for the essay and the student may also receive an “F” for the course.** Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE CLASS SCHEDULE**

** Activities and assignments are subject to change during the semester

WEEK	IN CLASS	HOMEWORK
WEEK 1	<i>Introduction & Review</i> Review Alif baa Unit 1, 2 Review Alif Baa Unit 3, 4 Review Alif Baa Unit 5, 6 Review Alif Baa Unit 7, 8	<i>Alif Baa Unit 1, 2</i> Alif Baa Unit 3, 4 Alif Baa Unit 5, 6 Alif Baa Unit 7, 8 Alif Baa Unit 9, 10
WEEK 2	<i>Review Alif Baa Unit 9, 10</i> QUIZ 1 Review Al-Kitaab 1-2 Review Al-Kitaab 3-4 Al-K. 5 p.72-76	<i>Prepare for QUIZ 1</i> Al-Kitaab 1-2 Al-Kitaab 3-4 Al-K. 5 p.72-76 Turn in p. 76 # 3
WEEK 3	<i>Al-K. 5 p. 77-79</i> Al-K. 5 p. 80-82 Al-K. 5 p. 83-85 Al-K. 5 p. 86-88 Review Al-K. 5	<i>Al-K. 5 p. 77-79</i> Al-K. 5 p. 80-82 Al-K. 5 p. 83-85 Al-K. 5 p. 86-88 Prepare for QUIZ 2
WEEK 4	QUIZ 2 Al-K. 6 p. 89-90 Al-K. 6 p. 91-92 Al-K. 6 p. 93-94 Al-K. 6 p. 95-96	Al-K. 6 p. 89-90 Al-K. 6 p. 91-92 Al-K. 6 p. 93-94 Turn in p. 94 # 4 Al-K. 6 p. 95-97
WEEK 5	<i>Al-K. 6 p. 97-99</i> Al-K. 6 p. 100-101 Al-K. 6 p. 102-105 Al-K. 7 p. 106-107 Al-K. 7 p. 108-110	<i>Turn in p. 97 # 7</i> Al-K. 6 p. 100-101 Al-K. 6 p. 102-105 Al-K. 7 p. 106-107 Al-K. 7 p. 108-110
WEEK 6	<i>Al-K. 7 p. 111-112</i> Al-K. 7 p. 113-114	<i>Al-K. 7 p. 111-112</i> Al-K. 7 p. 113-114

	Al-K. 7 p. 115-116 Al-K. 7 p. 117-119 Al-K. 7 p. 122-124	Al-K. 7 p. 115-116 Al-K. 7 p. 117-119 Turn in p. 116 # 8
WEEK 7	<i>Al-K. 7 p. 125-126</i> Al-K. 7 p. 127-128 Review Al-K. 6-7 QUIZ 3 Al-K. 8 p. 129-130	<i>Al-K. 7 p. 125-126</i> Al-K. 7 p. 127-128 Prepare for QUIZ 3 Al-K. 8 p. 129-130 Al-K. 8 p. 131-132
WEEK 8	Al-K. 8 p. 133 Al-K. 8 p. 134-136 Al-K. 8 p. 137 Al-K. 8 p. 139-142 Al-K. 8 p. 142-143	Turn in p. 133 # 3 Al-K. 8 p. 134-136 Al-K. 8 p. 137 Al-K. 8 p. 139-142 Al-K. 8 p. 142-143
WEEK 9	<i>Al-K. 8 p. 144-145</i> Al-K. 8 p. 146-147 Al-K. 8 p. 148-150 Al-K. 8 p. 151-153 Review Al-K. 8	<i>Al-K. 8 p. 144-145</i> Al-K. 8 p. 146-147 Al-K. 8 p. 148-150 Al-K. 8 p. 151-153 Prepare for Midterm
WEEK 10	MIDTERM Al-K. 9 p. 154-156 Al-K. 9 p. 156-157 Al-K. 9 p. 158-160 Al-K. 9 p. 161-163	<i>Al-K. 9 p. 154-156 (vocab)</i> Al-K. 9 p. 156-157 Al-K. 9 p. 158-160 Al-K. 9 p. 161-163 Turn in p.160 # 3
WEEK 11	<i>Al-K. 9 p. 164-165</i> Al-K. 9 p. 166-167 Al-K. 9 p. 168-170 Al-K. 9 p. 171-173 Review Al-K. 9	<i>Al-K. 9 p. 164-165</i> Al-K. 9 p. 166-167 Al-K. 9 p. 168-170 Al-K. 9 p. 171-173 Prepare for QUIZ 4
WEEK 12	QUIZ 4 Al-K. 10 p. 174-175 Al-K. 10 p. 176-178	<i>Al-K. 10 p. 174-175</i> Al-K. 10 p. 176-178 Al-K. 10 p. 179-181
WEEK 13	<i>Al-K. 10 p. 179-181</i> Al-K. 10 p. 182-183 Al-K. 10 p.184-185 Al-K. 10 p. 186-188 Al-K. 10 p. 189-192	<i>Al-K. 10 p. 182-183</i> Al-K. 10 p. 184-185 Turn in p.184 # 7 Al-K. 10 p. 186-188 Al-K. 10 p. 189-192
WEEK 14	<i>Al-K. 10 p. 192-194</i> Review Al-K. 10 QUIZ 5	<i>Al-K. 10 p. 192-194</i> Prepare for QUIZ 5
WEEK 15	ORAL EXAM	
WEEK 16	FINAL EXAM	



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures

b. **Date** submitted to Office of Undergraduate Studies:

c. **Name** and contact information of proposer(s): Silvia G. Dapia

Email address(es): sdapia@jjay.cuny.edu

Phone number(s): 646-557-4415

2. a. **Title of the course:** Elementary Japanese Level I

b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in Sims): Japanese 101

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): JPN

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course provides pronunciation, grammar, vocabulary, reading, and character writing (hiragana, katakana, and elementary *kanji*) exercises in spoken Japanese. Emphasis is placed primarily on developing speaking and listening skills at the novice low level. The study of Japanese culture and its history are also emphasized

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): None.

6. Number of:

a. Class hours 3

b. Lab hours 0 Lab hours are not required.

c. Credits 3

7. Has this course been taught on an **experimental basis**? No Yes. If yes, then please provide:

- a. Semester(s) and year(s): Course is generally offered in Fall semesters
- b. Teacher(s): Adjunct (Prof. Park)
- c. Enrollment(s): Approximately 30 students in one section in Fall
- d. Prerequisites(s): N/A

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Japan is one of the world's major players in the global arenas of economics, politics and renewable energy. Learning Japanese can be very useful in working for or competing with Japanese companies. The study of Japanese language offers unique insights into Japan's fascinating national culture. In addition Japanese is a gateway to other Asian languages and cultures. Learning Japanese helps students gain an enhanced perspective of their own language and culture.

9. **Course learning objectives:****a. Knowledge objectives:** (What do you expect students to know after taking this course?)

Upon successfully completion of this course, students will be able to: (1) develop a vocabulary-base at the novice low level; (2) develop knowledge of the grammar structures at the novice low level; (3) develop an awareness of some aspects of Japanese life and culture.

b. Performance objectives: (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills):

(4) engage in and sustain face to face conversation with others about topics studied at the novice low level; (5) listen to simple passages or conversations at the novice low level, and discuss the content; (6) read simple authentic texts at the novice low level in *hiragana*, *katakana* and *kanji* (Chinese character) and discuss the content; (7) write paragraphs using acquired vocabulary and grammatical structures at the novice low level using *hiragana* and *katakana*; (8) produce the Japanese sound accurately.

c. Information literacy objectives:

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #2: Student defines or modifies the information need to achieve a manageable focus; Goals #4 and #7: Student recognizes that existing information can be combined with original thought to produce new information; Goals #5 and #6: Student identifies key concepts and terms that describe the information need; Goal #3: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, JPN 101 allows students to acquire skills in speaking, listening, reading and writing so as to communicate effectively at the novice low level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Japanese.

- e. Assessment:** How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: A guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to write a brief text (of 25 to 30 words) depending on the topic we cover at the time.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No

Yes. If yes, please give some examples.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)
 No
 Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
 No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes
13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergradtestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

See attachment.

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: February 18, 2011

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____

One semester each year, starting __Fall 2011_____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections.

- c. Who will be assigned to teach this course? Adjunct

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Approval by the Department Chair

Date of approval: February 18, 2011

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

See attached Memo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 10019

ELEMENTARY JAPANESE
 Japanese 101

Department of Foreign Languages and Literatures

Instructor:	Office:
Schedule:	Office Hours:
Location:	E-mail:

COURSE PREREQUISITES: This course is designed for **non-native** speakers, that is, students who have not studied Japanese before and do not speak any Japanese. If you have taken Japanese courses previously or speak even a small amount of Japanese, please speak to your instructor about the possibility of enrolling in a course at another level.

COURSE DESCRIPTION: This course provides pronunciation, grammar, vocabulary, reading, and character writing (hiragana, katakana, and elementary *kanji*) exercises in spoken Japanese. Emphasis is placed primarily on developing speaking and listening skills at the novice low level. The study of Japanese culture and its history are also emphasized.

LEARNING OBJECTIVES: Upon successful completion of the course, you should be able to:

- produce the Japanese sound system accurately;
- initiate and sustain social interactions in a number of topics at the novice low level (ask and answer questions, talk about other people, express likes and dislikes, etc.) using appropriate speech-style, including polite language;
- be able to make an oral presentation on familiar topics at the novice low level;
- listen and react to simple, authentic audio texts on familiar topics at the novice low level;
- read and react to simple, authentic texts on familiar topics at the novice low level in *hiragana*, *katakana* and *kanji* (Chinese character);
- compose simple, short texts at the novice low level using *hiragana* and *katakana*; and
- develop an awareness of some aspects of Japanese life and culture.

IMPORTANT NOTE: The use of the target language in the classroom dominates the teaching/learning process. The instructor uses various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

REQUIRED MATERIALS: The following required texts can be purchased at the bookstore:

1. ようこそ! *An Invitation to Contemporary Japanese* by Tohsaku. 2nd edition. McGraw-Hill. Parts 1-5 & Chapter 1.
2. Workbook for ようこそ! *An Invitation to Contemporary Japanese*. 2nd edition

ASSESSMENT — COURSE REQUIREMENTS:

1. **Participation (10%)** — To derive the utmost benefit from instruction, *class attendance is essential*. No matter what the reason for absence may be, failure to attend class always results in missed opportunities to hear and speak Japanese.

Active class participation is vital in learning a second language, and, obviously, you cannot participate if you are not in class. You are allowed a maximum of **THREE absences** in the semester. If you are absent, you are responsible for contacting other classmates to obtain any missed information.

Your instructor will evaluate your participation and determine a grade based on the criteria listed below. To increase your opportunities to participate in class, you must complete all work and readings before every class meeting. ***Your participation grade will be lowered twenty points for each absence in excess of the three allowed by the department.***

No excuses will be accepted to recover participation points lost because of absences.

PARTICIPATION CRITERIA:

The “A” Student:

- initiates & maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in Japanese
- is always prepared and demonstrates a minimum of errors

The “B+” Student

- maintains interaction with students and instructor
- rarely uses English in class and only if has asked permission
- always prepared for class
- has few errors

The “B” Student:

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- occasionally resorts to English

The “C” Student:

- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one to three word answers
- is frequently not well prepared

The “D” Student:

- participates grudgingly
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

The “E” Student:

- unable to answer when called upon in class; obviously unprepared
- is disruptive, prevents other students from hearing, etc.
- rarely participates in class activities
- is disrespectful of other students and instructor
- Negative attitude. Refuses to answer questions and constantly speaks in English; almost never uses Japanese.

2. **Quizzes (5%)** — Five (5) Vocabulary quizzes (Hiragana/Katakana/Kanji) will be given at the beginning of the class. **There is no make-up quiz.**

3. **Chapter tests (10%)** — A total of three (3) Chapter tests will be given in this course. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**
4. **Midterm (20%)** — There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**
5. **Final Exam (20%)** — If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation. **Students must take the exam within 24 hours of the originally-scheduled time.**
6. **Homework (10%)** — A total of 5 homework assignments will be assigned. The contents will be announced in class. **Late submissions are not accepted.**
7. **Student Manual (5%)** — You will have to complete Student Manual assignments of the chapters covered. The exercises target reading, listening, writing, and speaking abilities.
8. **Oral Tests (10 %)** — A total of three (3) oral tests are given. Notes are not permitted for oral tests.
9. **Final Oral Project Presentation (10%)** — During the course of the semester, you will also have a Final Oral Project Presentation that deals with material covered in class. More specific details about each assignment will be given well before the due-date or posted.

GRADE WEIGHTING:

Participation	10%
5 Quizzes	5%
3 Chapter Tests	10%
Midterm	20%
Final Exam	20%
Homework	10%
Student <i>Manual</i>	5%
3 Oral Tests	10%
Final Oral Project Presentation	10%
TOTAL	100%

LANGUAGE LABORATORY: The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

IMPORTANT NOTE: PLAGIARISM: When you include someone else's information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another's information, ideas, or words without attributing them to that source means that you are presenting someone else's work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an "F" for the essay and the student may also receive an "F" for the course.** Plagiarism and cheating are violations of CUNY's policy on academic integrity

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE CLASS SCHEDULE

Please note the daily syllabus may be subject to change.

Please pay attention to in-class announcements.

WEEK	
1	Introduction to the course. The Japanese writing system: Hiragana, basic pronunciation and vocabulary Yookoso: Getting Started 1.
2	Getting Started Part 1: Meeting Others and Introducing Yourself pp.2-7 Everyday Greetings p. 7, Classroom expressions pp. 10-12 Number 1-10/ Name cards ★ Hiragana Quiz 1 ▲ HW 1 due workbook pp.5-10 /flash card
3	Getting Started Part 2: Numbers up to 20 Telephone number p.20 Asking what time it is p.20 ★ Hiragana Quiz 2 ▲ HW 2 due
4	Getting Started Part 2: Asking what something is pp.24-25 □ Chapter Test 1
5	Getting Started Part 3: Talking about daily activities pp.33-38 ▲ HW 3 due Δ Oral test 1
6	Getting Started Part 3: Talking about likes and dislikes pp.39-42 ★ Vocabulary Quiz 3
7	Part 4: Talking about activities and events in the past pp.42-45 Katakana (#1): The Japanese writing system (4) ▲ HW 4 due □ Chapter Test 2
8	Part 5: Asking location pp.61-69 ■ MIDTERM EXAM (Getting Started 1-4)
9	Chapter 1: Classmates Vocabulary and grammar 1A: pp.81-89 Grammar (1) Identification: the copula です (2) Possessive particle の ▲ HW 5 due Δ Oral test 2
10	Chapter 1: Vocabulary and grammar 1B: personal information pp.90
11	Chapter 1: Grammar (3): Personal pronouns and demonstratives pp.101-105 Vocabulary and grammar 1C: pp.101-105 Kanji 漢字 (#1) 100 ★ Vocabulary Quiz 4 □ Chapter Test 3
12	Chapter 1: Grammar (4) Asking questions: pp. 108-113 Language skills p.114 Kanji 漢字 (#2)

	★ Vocabulary Quiz 5
13	Chapter1: Grammar (5) Vocabulary for an interaction: pp. 120-12 Kanji 漢字 (#3) Final Project approval due △ Oral test 3
14	Final Project Presentation
15	Review for Final Exam
16	■ Final Exam



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures

b. **Date** submitted to Office of Undergraduate Studies:

c. **Name** and contact information of proposer(s): Silvia G. Dapia

Email address(es): sdapia@jjay.cuny.edu

Phone number(s): 646-557-4415

2. a. **Title of the course:** Elementary Japanese Level II

b. **Abbreviated title** (not more than characters including spaces, to appear on student transcripts and in Sims): Japanese 102

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and culture at the novice level.

b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): JPN

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course builds upon the basis of Japanese 101 and aims to develop the linguistic, communicative and cultural competence in order to interact with native speakers of Japanese in a culturally coherent and appropriate manner. Emphasis is placed on the development of oral communication skills and cultural aspects

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): JPN101.

6. Number of:

a. Class hours 3

b. Lab hours 0 Lab hours are not required.

c. Credits 3

7. Has this course been taught on an **experimental basis**?

No

Yes. If yes, then please provide:

- a. Semester(s) and year(s): JPN 191 - approx. 15 students in one section in Spring.
- b. Teacher(s): Adjunct (Prof. Park)
- c. Enrollment(s): JPN 191 - approx. 15 students in one section in Spring.
- d. Prerequisites(s): JPN 190

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Japan is one of the world's major players in the global arenas of economics, politics and renewable energy. Learning Japanese can be very useful in working for or competing with Japanese companies. The study of Japanese language offers unique insights into Japan's fascinating national culture. In addition Japanese is a gateway to other Asian languages and cultures. Learning Japanese helps students gain an enhanced perspective of their own language and culture.

9. **Course learning objectives:****a. Knowledge objectives:** (What do you expect students to know after taking this course?)

Upon successfully completion of this course, students will be able to: (1) develop a vocabulary-base at the novice mid level; (2) develop knowledge of the grammar structures at the novice mid level; (3) develop an awareness of some aspects of Japanese life and culture.

b. Performance objectives: (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills):

(4) engage in and sustain face to face conversation with others about topics studied at the novice mid level; (5) listen to simple passages or conversations at the novice mid level, and discuss the content; (6) read simple authentic texts at the novice mid level in *hiragana*, *katakana* and *kanji* (Chinese character) and discuss the content; (7) write paragraphs using acquired vocabulary and grammatical structures at the novice mid level using *hiragana* and *katakana*; (8) produce the Japanese sound accurately.

c. Information literacy objectives:

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #2: Student defines or modifies the information need to achieve a manageable focus; Goals #4 and #7: Student recognizes that existing information can be combined with original thought to produce new information; Goals #5 and #6: Student identifies key concepts and terms that describe the information need; Goal #3: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, JPN102 allows students to acquire skills in speaking, listening, reading and writing so as to communicate effectively at the novice mid level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Japanese culture.

- e. Assessment:** How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergradstudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: A guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to write a brief text (of 25 to 30 words) depending on the topic we cover at the time.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

No

Yes. If yes, please give some examples.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)
 No
 Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
 No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes
13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.ijay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

See attachment.

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: February 18, 2011

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____

One semester each year, starting __ Spring 2012 _____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections.

- c. Who will be assigned to teach this course? Adjunct

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Approval by the Department Chair

Date of approval: February 18, 2011

b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

See attached Memo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 10019

ELEMENTARY JAPANESE II
Japanese 102

Department of Foreign Languages and Literatures

Instructor:	Office:
Schedule:	Office Hours:
Location:	E-mail:

COURSE PREREQUISITES: JPN 101 or equivalent.

COURSE DESCRIPTION: This course builds upon the basis of Japanese 101 and aims to develop the linguistic, communicative and cultural competence in order to interact with native speakers of Japanese in a culturally coherent and appropriate manner. Emphasis is placed on the development of oral communication skills and cultural aspects.

LEARNING OBJECTIVES: Upon successful completion of the course, you should be able to:

- develop a vocabulary-base at the novice mid level;
- develop knowledge of the grammar structures associated with communicative performance at the novice mid level;
- initiate and sustain social interactions in a number of topics at the novice mid level;
- be able to make an oral presentation on familiar topics at the novice mid level;
- listen and react to simple, authentic audio texts on familiar topics at the novice mid level;
- read and react to simple, authentic texts on familiar topics at the novice mid level in *hiragana*, *katakana* and *kanji* (Chinese character);
- write simple, short texts at the novice mid level using *hiragana* and *katakana*; and
- develop an awareness of some aspects of Japanese life and culture.

IMPORTANT NOTE: The use of the target language in the classroom dominates the teaching/ learning process. The instructor uses various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

REQUIRED MATERIALS: The following required texts can be purchased at the bookstore:

1. ようこそ! *An Invitation to Contemporary Japanese* by Tohsaku. 2nd edition. McGraw-Hill. Chapters 1-3B.
2. Workbook for ようこそ! *An Invitation to Contemporary Japanese*. 2nd edition

ASSESSMENT — COURSE REQUIREMENTS:

1. **Participation (10%)** — To derive the utmost benefit from instruction, *class attendance is essential*. No matter what the reason for absence may be, failure to attend class always results in missed opportunities to hear and speak Japanese.

Active class participation is vital in learning a second language, and, obviously, you cannot participate if you are not in class. You are allowed a maximum of **THREE absences** in the semester. If you are absent, you are responsible for contacting other classmates to obtain any missed information.

Your instructor will evaluate your participation and determine a grade based on the criteria listed below. To increase your opportunities to participate in class, you must complete all work and readings before every class meeting. ***Your participation grade will be lowered twenty points for each absence in excess of the three allowed by the department.***

No excuses will be accepted to recover participation points lost because of absences.

PARTICIPATION CRITERIA:

The “A” Student:

- initiates & maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities
- asks questions only in Japanese
- is always prepared and demonstrates a minimum of errors

The “B+” Student

- maintains interaction with students and instructor
- rarely uses English in class and only if has asked permission
- always prepared for class
- has few errors

The “B” Student:

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- occasionally resorts to English

The “C” Student:

- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one to three word answers
- is frequently not well prepared

The “D” Student:

- participates grudgingly
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

The “E” Student:

- unable to answer when called upon in class; obviously unprepared

- is disruptive, prevents other students from hearing, etc.
 - rarely participates in class activities
 - is disrespectful of other students and instructor
 - Negative attitude. Refuses to answer questions and constantly speaks in English; almost never uses Japanese.
3. **Quizzes (5%)** — Five (5) Vocabulary quizzes (Hiragana/Katakana/Kanji) will be given at the beginning of the class. **There is no make-up quiz.**
 4. **Chapter tests (10%)** —A total of three (3) Chapter tests will be given in this course. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**
 2. **Midterm (20%)** — There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. **You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.**
 3. **Final Exam (20%)** — If you are absent from the final exam, you must contact your instructor within 24 hours of the original scheduled time for the test. You must provide written documentation of a serious illness or legal obligation. **Students must take the exam within 24 hours of the originally-scheduled time.**
 4. **Homework (10%)** — A total of 5 homework assignments will be assigned. The contents will be announced in class. **Late submissions are not accepted.**
 5. **Student Manual (5%)** — You will have to complete Student Manual assignments of the chapters covered. The exercises target reading, listening, writing, and speaking abilities.
 6. **Oral Tests (10 %)** — A total of three (3) oral tests are given. Notes are not permitted for oral tests.
 7. **Final Oral Project Presentation (10%)** — During the course of the semester, you will also have a Final Oral Project Presentation that deals with material covered in class. More specific details about each assignment will be given well before the due-date or posted.

GRADE WEIGHTING:

Participation	10%
5 Quizzes	5%
3 Chapter Tests	10%
Midterm	20%
Final Exam	20%
Homework	10%
Student <i>Manual</i>	5%
3 Oral Tests	10%
Final Oral Project Presentation	10%
TOTAL	100%

LANGUAGE LABORATORY: The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

IMPORTANT NOTE: PLAGIARISM: When you include someone else’s information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another’s information, ideas, or words without attributing them to that source means that you are presenting someone else’s work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an “F” for the essay and the student may also receive an “F” for the course.** Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE CLASS SCHEDULE

Please note the daily syllabus may be subject to change.

Please pay attention to in-class announcements.

WEEK	
1	Orientation Review JPA 101 (& hiragana) Chapter 1-A (p. 82) Grammar: ~te imasu
2	Chapter 1-A (pp. 82-84): Grammar: <i>kono-sono-ano-dono</i> , (language)-o <i>hanashimasu</i> (& review katakana) Chapter 1-B (pp. 85-101): Talk about major (<i>senkoo</i>), birthplace (<i>shusshin</i>), where you live (<i>sumai</i>) Grammar: particle <i>mo</i> (also), possessive <i>no</i> (& review katakana) ▲HW 1 due
3	Additional topics: Talk about what one can/cannot do (<i>dekimasu</i>) Review Chapter 1 ▲HW 2 Write self-introduction in Japanese script.
4	Class: Kanji recognition Chapter 2-A (pp. 126-127): Grammar: (transportation)- <i>de</i> (time)- <i>desu</i> . Kanji: 大, 小, 一, 二, 三, 四, 十, 半, 日, 月 □ Chapter Test 1 including hiragana reading & writing, and katakana reading
5	Chapter 2-A (pp. 128-135): Grammar: affirmative & negative form of adjectives Kanji: 本, 人, 何, 言 Chapter 2-B (pp. 136-137): Grammar: <i>na</i> -adjective + noun Part I Katakana: a-ko, Kanji: 五

	<p>▲ HW 3 due</p> <p>□ Oral test 1</p>
6	<p>Chapter 2-B (pp. 136-137), Grammar: <i>na</i>-adjective + noun Part II</p> <p>Chapter 2-C (pp.138-140), Grammar: <i>imasu</i> & <i>arimasu</i></p> <p>Katakana: sa-so, Kanji: 六</p> <p>□ Quiz 1 (adjectives)</p>
7	<p>Chapter 2-C (pp. 141-145)</p> <p>Grammar: (place)-<i>ni</i> (thing)-<i>ga arimasu/imasu</i>; counter:#-<i>nin</i> & <i>hiki</i></p> <p>Katakana: ta-to, Kanji: 七、人</p> <p>Chapter 2-C (pp. 146-148), Grammar: (location)-<i>ni</i> (thing)-<i>ga arimasu/imasu</i>:</p> <p>Katakana: na-no, Kanji: 上、下、中、間</p> <p>▲ HW 4 due</p>
8	<p>Chapter 2-C (pp. 149-151), Grammar: (location)-<i>ni</i> (thing)-<i>ga arimasu/imasu</i>:</p> <p>□ Quiz 2 (existence)</p> <p>Class: Chapter 2-C (pp. 152-155), Grammar: other counters & <i>hitotsu – too</i></p> <p>Katakana: ha-ho, Kanji: 八、九</p>
9	<p>Chapter 2-C (pp. 153-159), Grammar: big numbers; would be (<i>deshoo</i>)</p> <p>Katakana: ma-mo, Kanji: 百</p> <p>Review Chapter 2</p> <p>Katakana: ya, yu, yo & wa-n</p> <p>■ MIDTERM EXAM</p>
10	<p>□ Quiz 3 (counters), Quiz 4 (kanji)</p> <p>Class: Express likes and dislikes</p> <p>Katakana: ra-ro</p> <p>Chapter 2-C (pp. 159- 162) & Language Skills (pp. 163- 165):</p> <p>Grammar: Express likes and dislikes</p> <p>▲ HW 5 (Describe your community/city/hometown in Japanese script) due</p> <p>□ Oral test 2</p>
11	<p>□ Chapter Test 2</p> <p>Chapter 3-A (pp. 176-177): Talk about schedule</p> <p>Chapter 3-A (pp.178-180): Talk about schedule</p> <p>Grammar: days of month</p> <p>Katakana: special spelling, Kanji: 年</p> <p>□ Vocabulary Quiz 4</p>
12	<p>Chapter 3-A & 3-B (pp.181-188): Talk about schedule</p> <p>Chapter 3-B (pp.186-192): Talk about schedule & Talk among friends</p> <p>□ Vocabulary Quiz 5</p>
13	<p>□ Chapter Test 3</p> <p>Final Project approval due</p> <p>□ Oral test 3</p>
14	Final Project Presentation
15	Review for Final Exam
16	■ Final Exam



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures
- b. **Date** submitted to Office of Undergraduate Studies:
- c. **Name** and contact information of proposer(s): Silvia G. Dapia
 Email address(es): sdapia@jjay.cuny.edu
 Phone number(s): 646-557-4415

2. a. **Title of the course:** Elementary Portuguese Level I
- b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): PORTUGUESE 101

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level.

- b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): POR

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

Portuguese 101 is a beginning-level integrated skills language course. This courses helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing at the novice low level. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students' listening, reading, and writing skills and pronunciation.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): None.
6. Number of:

- a. Class hours ___3__
- b. Lab hours ___0__ Lab hours are not required.
- c. Credits ___3__

7. Has this course been taught on an **experimental basis**?

___ ___ No

Yes. If yes, then please provide:

- a. Semester(s) and year(s): POR 190 (Elementary Portuguese I) is generally offered in Fall semesters.
- b. Teacher(s): Prof. Raúl Romero.
- c. Enrollment(s): POR 190 (Elementary Portuguese I) has received an enrollment of approx 40 students over two sections in Fall
- d. Prerequisites(s): N/A

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Portuguese is spoken by more than 200 Million people. It is official language in Brazil, Portugal, Angola, Cape Verde, East Timor, Guinea-Bissau, Mozambique, Sao Tome, Principe, and Macau. It is the 6th most spoken language in the world. Portuguese is with Spanish the fastest growing western languages, and, following estimates by UNESCO it is the language with the highest growth potential as an international communication language in Southern Africa and South America. Portuguese is also official language in the European Union and MERCOSUR, the economic alliance between different countries of Latin America including Brazil, which is the eighth largest economy in the world. Furthermore, as any other foreign language, it helps you develop better critical thinking skills- being bilingual means seeing the world through more than one lens; a skill that will greatly help you in diverse areas.

9. **Course learning objectives:**

a. Knowledge objectives: (What do you expect students to know after taking this course?)

Upon successfully completion of this course, students will be able to: (1) develop a vocabulary-base to begin building language skills. Vocabulary includes but is not limited to: parts of the body, sports, health, time, jobs, clothes, family, tourism, ecology; (2) develop knowledge of the grammar structures associated with, but not limited to the following: describing people and things, expressing likes and dislikes, giving opinions, offering help, asking for permission, wishing luck/happiness/etc, comparisons; (3) learn aspects of Brazilian culture as well as of the culture of other countries where Portuguese is spoken.

b. Performance objectives: (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills): (4) engage in and sustain face to face conversation with others about topics studied at the novice low level; (5) listen to simple passages or conversations at the novice low level, and discuss the content; (6) read simple authentic texts at the novice low level and discuss the content; (7) write paragraphs using acquired vocabulary and grammatical structures at the novice low level.

c. Information literacy objectives:

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #2: Student defines or modifies the information need to achieve a manageable focus; Goals #4 and #7: Student recognizes that existing information can be combined with original thought to produce new information; Goals #5 and #6: Student identifies key concepts and terms that describe the information need; Goal #3: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, POR 101 allows students to acquire skills in speaking, listening, reading and writing *so as to* communicate effectively at the novice low level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Portuguese/Brazilian culture as well as of other countries where Portuguese is spoken.

- e. Assessment:** How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: Most chapters culminate in a composition (of 25 to 30 words), a guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to describe their rooms, their favorite cars, a special friend etc., depending on the topic we cover at the time, (c) JOURNALS with daily activities, thoughts, and opinions.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).
- Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)
 No
 Yes. If yes, please give some examples.
 - Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?
 No
 Yes. If yes, please name them.
 - What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
 - Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)
 No
 Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?
 No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)
 Yes
13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergradtestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

See attachment.

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: February 18, 2011

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____

One semester each year, starting __Fall 2011_____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections.
- c. Who will be assigned to teach this course? Prof. Raúl Romero.
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?
 No
 Yes. If yes, number and name of course(s) to be withdrawn.
18. a) Approval by the Department Chair(s) or Program Coordinator(s):
 Name(s): Approval by the Department Chair
 Date of approval: February 18, 2011
- b) Will this course be part of any **major(s), minor(s) or program(s)**?
 No
 Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.
- c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

See attached Memo

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 10019**

PORTUGUESE 101

Department of Foreign Languages and Literatures

Instructor: Raul Romero
 Class Schedule:
 Location: TBA
 Office: Room 780
 Office hours: (*office hours and location subject to change)
 E-mail: rromero@jjay.cuny.edu

COURSE PREREQUISITES: This course is designed for **non-native** speakers, that is, students who have not studied Portuguese before and do not speak any Portuguese. If you have taken Portuguese courses previously or speak even a small amount of Portuguese, please speak to your instructor about the possibility of enrolling in a course at another level.

COURSE DESCRIPTION: Portuguese 101 is a beginning-level integrated skills language course. This course helps students develop a basic ability to communicate in Portuguese. Class time is dedicated to interactive activities that allow students to acquire skills in speaking, listening, reading and writing. Through music, videos, and readings of authentic materials, students are also introduced to many aspects of Brazilian culture as well as of other countries where Portuguese is spoken. Class is conducted in Portuguese in order to maximize exposure to the language. Lab activities are also incorporated in order to develop students' listening, reading, and writing skills and pronunciation.

LEARNING OBJECTIVES: Throughout the courses, you will:

- develop a vocabulary-base to begin building language skills. Vocabulary includes but is not limited to: parts of the body, sports, health, time, jobs, clothes, family, tourism, ecology;
- develop knowledge of the grammar structures associated with, but not limited to the following: describing people and things, expressing likes and dislikes, giving opinions, offering help, asking for permission, wishing luck/happiness/etc, comparisons;
- engage in and sustain face to face conversation with others about topics studied at the novice low level.
- listen to simple passages or conversations at the novice low level, and discuss the content;
- read simple authentic texts at the novice low level and discuss the content;
- write paragraphs using acquired vocabulary and grammatical structures at the novice low level;
- learn aspects of Brazilian culture as well as of the culture of other countries where Portuguese is spoken.

Instruction is conducted exclusively in Portuguese.

REQUIRED MATERIALS:

- Klobucka, Anna, et al. 2007. *Ponto de Encontro*. Textbook. Upper Saddle River, NJ: Prentice Hall.
- Klobucka, Anna, et al. 2007. *Ponto de Encontro*. Brazilian Student Activities Manual. Upper Saddle River, NJ: Prentice Hall
- A Portuguese-English/English Portuguese Dictionary
- 2 Blue books

ATTENDANCE POLICY: Regular class attendance is essential for successful completion of the course and attendance begins from the moment the student is officially registered for the course. If a student

is registered for the course and fails to attend class, the days missed will count as absences. With the exception of days scheduled for tests and quizzes you may miss four (4) classes for any reason, personal, medical, etc. The fifth (5th) absence and every subsequent absence after that for whatever reason: personal, medical, family emergency, etc. will occasion the loss of one percentage point each off the Final Overall Course Grade.

Use these four allowed absences wisely! Two late arrivals and/or early departures by more than 5 minutes will equal one unexcused absence. If you stop attending class it is your responsibility to drop the class. If you are going to submit a verifiable written medical excuse for any absences you must turn in the verifiable medical excuse within 24 hours of each and every absence. It is your responsibility to provide appropriate documentation. There are no exceptions to the 24-hour time limit.

You may not miss any scheduled tests and in-class journals. There are NO MAKE UP tests, exams, quizzes or journals. Unless you discuss an emergency situation with your instructor in advance, no cell-phones, pagers or other electronic communication devices are to be on or used during class. They are entirely prohibited during exams.

ASSESSMENT:

1. CLASS PARTICIPATION - 5%

You are expected to attend class and participate. Your participation grade includes: your contributions in Portuguese during class, small group activities, and dialogues, answering and asking questions, watching videos/listening to songs and doing the activities based on them, and using e-mail to communicate with your classmates. If you are absent from class this will directly affect your class participation grade. One cannot participate if they are not present. Avoid excessive absences to avoid a low class participation grade.

Participation Evaluation Criteria:

10 pts. The “A” Student:

- initiates & maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English or Spanish in discussions and group activities
- asks questions only in Portuguese
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

9 pts The “B+” Student

- maintains interaction with students and instructor
- rarely uses English or Spanish in class and only if has asked permission
- always prepared for class
- has few errors
- voluntarily elaborates on answers with connected sentences

8 pts The “B” Student:

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers; more than three-word answers
- occasionally resorts to English or Spanish

7 pts The “C” Student:

- participates more passively than actively
- tends to use English or Spanish, especially in small group activities when the instructor is not nearby
- gives one to three word answers
- is frequently not well prepared

6 pts The “D” Student:

- participates grudgingly
- speaks mostly English or Spanish in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

5-0 pts The “E” Student:

- unable to answer when called upon in class; obviously unprepared
- is disruptive, prevents other students from hearing, etc.
- rarely participates in class activities
- is disrespectful of other students and instructor
- Negative attitude. Refuses to answer questions and constantly speaks in English or Spanish; almost never uses Portuguese

2. WRITING AND READING ASSIGNMENTS:**2.1- Portfolio- 15%**

The portfolio consists of a collection of 5 portfolio entries, which you compile throughout the semester, related to topics that interest you concerning the cultures of any Portuguese-speaking country. Work is selected by the student (choose topics that are of interest to you such as carnival, music, capoeira, art, soccer, etc.). Sources can be the internet, books, magazines, newspapers, videos, photographs, interviews, articles, song lyrics, poems, pen pal correspondence, art, film reviews, etc, etc. You must include the source with your portfolio entry.

Towards the end of the semester you will share your portfolio with your instructor and classmates through a short oral presentation, which constitutes 5% of your total portfolio grade.

What goes into the portfolio?

- An introduction in Portuguese in which the student explains why they chose a particular topic and how individual pieces were chosen in relation to that topic
- 5 items and 5 narrative reports: For each item selected write a short narrative report in Portuguese (one paragraph - date and title) and some comments on your personal reaction to the material.
- Summary statement: A summary statement in Portuguese describing what was learned from selecting a topic and reflecting on how the portfolio was compiled. Self evaluate your portfolio (What have I learned? How did it help me/benefit me in my study of Portuguese?) All items should be typed in 12 font and double spaced.

2.2-Para Escrever (to write) - 15%

You will turn in one composition every other Wednesday during the semester from the *Para escrever* section of each chapter. The purpose of these exercises is to develop your writing skills over the course of the semester, with special attention to spelling and grammatical accuracy. All versions of the compositions have to be typed and double-spaced in Times New Roman font size 12 with 1” margins all around. Accent marks must be typed into your document; it is unacceptable to write them in after printing. Refer to your word processor’s manual for instructions on how to type accented characters.

2.3-Para navegar (To navigate) – 5%

Every other Wednesday you will have read (at home) a text from *Pontos de Encontro* in the section called *Horizontes* (see pages 140-141, for example). After reading the text and responding to the exercises, you will follow the directions for your own online investigation (you may choose one or two of the suggestions listed under *Para navegar* to guide your research).

Based on what you discover you should then use your blue book to write a response, in Portuguese, that includes:

- a summary of the information you discovered
- a list of 10 new words you learned by reading it and their translations or definitions
- a well thought-out question or comment.

2.4-Manual de Atividades (Work Book) – 5%

Every other Monday (the same day as the chapter tests) you will turn in the written activities on *Brazilian Student Activities Manual* corresponding to the chapter studied for that exam. You must complete the *Estruturas and Laboratório* exercises, including the CD and Video exercises. It is not necessary to complete the *Horizontes, Para escrever*, or other exercises in the workbook, but your instructor may choose to use those activities in class or assign them as homework as necessary. You should do the exercises by yourself, and it is advisable that you do not wait till the end of the chapter to complete the exercises. In the event that the instructor suspects that you copied your answers from a classmate or any other source, the instructor will initiate an academic integrity case. Do your best while writing these exercises. The completion of these activities on time will count 10% towards your final grade (and help you to review the material learned in each chapter).

2.5- Journal (Meu diário) - 5%

You will keep a handwritten journal with topics that the instructor will provide for you every Monday. Your journal grade is essentially based on content and completion, but vocabulary and grammar use will be taken into consideration.

IMPORTANT NOTE: It is strongly recommended that you turn in all assignments on time. Assignments are due in class, not after. Without a written medical excuse, all late work will only count 50% of its original value if turned in up to 24 hours after the due date. It will not be accepted after that.

3-QUIZZES - 20%

There will be tests every other Monday on the material from the past unit covered in class. Tests may include listening, speaking, reading, and writing. You must attend the days when tests are being given unless prior arrangements have been made with the instructor. Short pop quizzes may also be given. There are absolutely no make-ups if you miss a pop quiz.

4-FINAL EXAM – (written 20%; oral 10%)

The Final Exam will consist of four parts: speaking, listening, reading, and writing. The speaking (oral) exam (10%) will be a role-play with a partner according to a topic assigned by the instructor. The oral exam, as well as the listening exam, will take place in class the last week of the semester.

GRADE DISTRIBUTION

Preparation and participation	5 %
Portfolio	15 %
<i>Para escrever</i> (to write)	15 %
<i>Para navegar</i> (to navigate)	5 %
<i>Manual de Atividades</i> (Work Book)	5 %
<i>Meu Diário</i> (Journal)	5 %
5 Quizzes	20 %
Final Oral Exam	10 %
Final Written Exam	20 %

LANGUAGE LABORATORY: The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

IMPORTANT NOTE: PLAGIARISM – When you include someone else’s information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another’s information, ideas, or words without attributing them to that source means that you are presenting someone else’s work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an “F” for the essay and the student may also receive an “F” for the course.** Plagiarism and cheating are violations of CUNY’s policy on academic integrity (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE WEEKLY SYLLABUS FOR PORTUGUESE 101

***All dates and assignments on the syllabus are subject to change and any adjustments to the syllabus will be announced and handed out in print in class. If you miss class it is your responsibility to find out if anything on the syllabus has been changed.**

WEEK 1:

Introduction/Syllabus
 Primeiros Passos – Vocabulário – 26-27
 Apresentações / Expressões de cortesia - pp 4-9
 O alfabeto - p 10
 Identificação e descrição de pessoas - pp 11-13
 Vocabulário: O que há na sala de aula? - pp 13-15
 Os números - pp 16-17
 Os meses / dias –pp 18-20
 As horas – pp 20-21
 Expressões úteis – pp 24-25

WEEK 2:

Unit 1- A universidade
 Vocabulário: 64-65
 Subject Pronouns / Present Tense of –ar verbs / Articles and Nouns pp 38-46
 Journal #1 in class. Bring blue book.
 Wednesday: Para Escrever #1 Due

WEEK 3:

Unit 1- A universidade
 Contractions / Estar / Question Words – pp 46-52
 Journal #2 in class. Bring blue book.
 Wednesday: Para Navegar #1 Due

WEEK 4:

Unit 1- Continuation.
 QUIZ #1 (Preliminary / Unit One)
 – Activities Manual Preliminary and Unit One Due
 Unit 2 – Entre Amigos
 Vocabulário: 67
 Adjectives / Possessive Adjectives / Expressions with estar – pp 75-79, 90-91

Journal # 3 in class. Bring blue book.
Wednesday: Para Escrever #2 Due

WEEK 5:

– Activities Manual Preliminary and Unit One Due

WEEK 6:

Unit 2 – Entre Amigos

Vocabulário: 67

Adjectives / Possessive Adjectives / Expressions with estar – pp 75-79, 90-91

Journal # 3 in class. Bring blue book.

Wednesday: Para Escrever #2 Due

WEEK 7:

Unit 2 – Entre Amigos

Present tense of Ser / Ser and Estar with Adjectives – pp 80-87

Monday Portfolio #1 Due

Journal #3 in class. Bring blue book.

Wednesday- Para Navegar #2 Due

WEEK 8:

- QUIZ #2 (Unit 2)

- Activities Manual Unit 2 Due

Unit 3 – Horas de lazer

Vocabulário: 142-143

Present Tense –er, -ir verbs / present tense of ter – pp 115-118, 123-125

Journal #4 in class. Bring blue book.

Wednesday: Para Escrever #3 Due

WEEK 9:

Unit 3 – Horas de lazer

Present tense of Ir / Expressing a future action / Numbers over 99 /

Por vs. Para – pp 120-123, 127-132

Journal #5 in class. Bring blue book.

Wednesday: Para Navegar #3 Due

WEEK 10:

- QUIZ #3 (Unit 3)

- Activities Manual Unit 3 Due

Unit 4 – A família

Vocabulário: 178 -179

Stem changing verbs / Adverbs / Fazer, Dizer, Trazer, Sair and Pôr – pp 152-162

Journal #6 in class. Bring blue book.

Wednesday: Para Escrever #4 Due

WEEK 11:

Unit 4 – A família

Faz/Há / Pretérito of Regular Verbs and Ir pp 163-168

Journal #7 in class. Bring blue book.

Wednesday: Para Navegar #4 Due

WEEK 12:

- QUIZ #4 (Unit 4)

- Activities Manual Unit 4 Due

Unit 5 – A casa e os móveis

Vocabulário: 218-219

Present Progressive / Ter, Estar com, Ficar com / Demonstratives – pp 189-199

Journal #8 in class. Bring blue book.

Wednesday: Para Escrever #5 Due

WEEK 13:

Unit 5 – A casa e os móveis

Dar, Ler, Ver, Vir / Saber vs. Conhecer / Reflexivos – pp 199-208

Journal #9 in class. Bring blue book.

Wednesday: Para Navegar #5 Due

WEEK 14:

- QUIZ # 5 (Unit 5)

- Activities Manual Unit 5 Due

Unit 6 – A roupa e as compras

Vocabulário: 252-253

Pretérito of Regular verbs, Ir, Ser / Tag questions – pp 229-233, 241-242

Journal # 10 in class. Bring blue book.

Wednesday: Para Escrever #6 Due

WEEK 15:

REVIEW.

Unit 6 – A roupa e as compras

Direct objects / Por vs. Para II – pp 234-239, 242-244

Journal # 11 in class. Bring blue book.

Wednesday: Para Navegar #6 Due

WEEK 16:

FINAL EXAM (READING AND WRITING):



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached **as one file only** and emailed to kkilloran@jjay.cuny.edu

1. a. **Department(s) or program(s)** proposing this course: Department of Foreign Languages and Literatures
- b. **Date** submitted to Office of Undergraduate Studies:
- c. **Name** and contact information of proposer(s): Silvia G. Dapia
 Email address(es): sdapia@jjay.cuny.edu
 Phone number(s): 646-557-4415

2. a. **Title of the course:** Elementary Portuguese Level II
- b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): PORTUGUESE 102

3. a. **Level** of this course:

X 100 Level 200 Level 300 Level 400 Level

Please provide a brief rationale for why the course is at the level:

The goal of this course is to begin developing reading, speaking, listening, writing, and cultural skills at the novice level.

- b. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): POR

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

Portuguese 102 is the second half of a one year course in Portuguese. This course will enable the student to speak, comprehend, read, and write Portuguese at the novice mid proficiency level. Emphasis is placed on some aspects of Luso and Brazilian cultures.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): POR 101 or equivalent.

6. Number of:
 - a. Class hours 3
 - b. Lab hours 0 Lab hours are not required.
 - c. Credits 3

7. Has this course been taught on an **experimental basis**? No Yes. If yes, then please provide:

- a. Semester(s) and year(s): POR 191 is generally offered in Spring semesters
- b. Teacher(s): Prof. Raúl Romero
- c. Enrollment(s): POR 191 has received an enrollment of approx. 23 students in two sections in spring.
- d. Prerequisites(s): POR 190

8. **Rationale** for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students. Portuguese is spoken by more than 200 Million people. It is official language in Brazil, Portugal, Angola, Cape Verde, East Timor, Guinea-Bissau, Mozambique, Sao Tome, Principe, and Macau. It is the 6th most spoken language in the world. Portuguese is with Spanish the fastest growing western languages, and, following estimates by UNESCO it is the language with the highest growth potential as an international communication language in Southern Africa and South America. Portuguese is also official language in the European Union and MERCOSUR, the economic alliance between different countries of Latin America including Brazil, which is the eighth largest economy in the world. Furthermore, as any other foreign language, it helps you develop better critical thinking skills- being bilingual means seeing the world through more than one lens; a skill that will greatly help you in diverse areas.

9. **Course learning objectives:**

a. Knowledge objectives: (What do you expect students to know after taking this course?) Upon successfully completion of this course, students will be able to: (1) expand vocabulary at the novice mid level; (2) develop knowledge of the grammar structures associated at the novice mid level; (3) learn aspects of Brazilian culture as well as of the culture of other countries where Portuguese is spoken.

b. Performance objectives: (What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills): (4) engage in and sustain face to face conversation with others about topics studied at the novice mid level; (5) listen to simple passages or conversations at the novice mid level, and discuss the content; (6) read simple authentic texts at the novice mid level and discuss the content; (7) write paragraphs using acquired vocabulary and grammatical structures at the novice mid level.

c. Information literacy objectives:

- i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Goal #2: Student defines or modifies the information need to achieve a manageable focus; Goals #4 and #7: Student recognizes that existing information can be combined with original thought to produce new information; Goals #5 and #6: Student identifies key concepts and terms that describe the information need; Goal #3: Student explores general information sources to increase familiarity with the topic.

- ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Students will be directed to the textbook's website, which supports the student with a wide range of online resources—additional activities, cultural information and links, etc-- that directly correlate to the textbook.

- iii. How & where in the class calendar will students be taught in class how to use these information tools?

The second day of class, the instructor will teach students how to use the textbook website information tools.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Department of Foreign Languages and Literatures has committed itself to imparting to students a set of second language literacies. The fundamental objectives of the Department are to provide students with the skills and knowledge necessary for effective communication in the target language and to enlarge the framework of their own culture by the exposure to a culture other than their own, which, at the same time, provides students with the means to explore their own world view. In keeping with the basic mission of the Department, POR 102 allows students to acquire skills in speaking, listening, reading and writing so as to communicate effectively at the novice mid level of the ACTFL-FSI scale [American Council on the Teaching of Foreign Languages-Foreign Service Institute] and also introduce students to many aspects of Portuguese/Brazilian culture as well as of other countries where Portuguese is spoken.

- e. Assessment:** How will students demonstrate that they have achieved these course objectives?

Through class participation, homework, quizzes, midterm, oral exam, and final exam.

10. **Recommended writing assignments:** Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College's guidelines for Writing Across the Curriculum. Go to <http://www.jjay.cuny.edu/undergraduatestudies/> and click the link for Writing Across the Curriculum.)

(a) FREEWRITES are used on an almost daily basis to generate vocabulary on basic topics such as describing one's self, family, living situation, etc. Students write on a given topic for 2-5 minutes; (b) COMPOSITION: Most chapters culminate in a composition (of 25 to 30 words), a guided writing assignment that integrates vocabulary and grammatical structures of the lesson, where the students are asked to describe their rooms, their favorite cars, a special friend etc., depending on the topic we cover at the time, (c) JOURNALS with daily activities, thoughts, and opinions.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu)).

- a. Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

____No

Yes. If yes, please give some examples.

- b. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

- c. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

- d. Will students be directed to use any specific **bibliographic indexes/databases**? (Please check the list of databases licensed by the library before answering this question.)

No

Yes. If yes, please name them.

Name of library faculty member consulted: Prof. Ellen Sexton

12. Are current College resources (e.g. computer labs, facilities, equipment) adequate to support this course?

No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

Yes

13. **Syllabus:** Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at <http://www.jjay.cuny.edu/undergradtestudies/imagesUndergraduateStudies/ModelSyllabus.pdf>

See attachment.

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: February 18, 2011

15. **Course offerings**

- a. When will this course be taught?

Every semester, starting _____

One semester each year, starting Spring 2012 _____

One semester every two years, starting _____

- b. How many sections of this course will be offered? Two sections.

- c. Who will be assigned to teach this course? Prof. Raúl Romero.

16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)?

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

Did you consult with department (s) or program(s) offering similar or related courses or majors?

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

No

Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Approval by the Department Chair

Date of approval: February 18, 2011

- b) Will this course be part of any **major(s), minor(s) or program(s)**?

No

Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific): Gen Ed requirement.

- c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer's department].

See attached Memo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
619 W. 54th St., New York NY 10019

PORTUGUESE 102

Department of Foreign Languages and Literatures

Instructor: Raul Romero
Class Schedule:
Location: TBA
Office: Room 780
Office hours: (*office hours and location subject to change)
E-mail: rromero@jjay.cuny.edu

COURSE PREREQUISITES: The pre-requisites for POR 102 are POR 101 or permission from the department.

COURSE DESCRIPTION: Portuguese 102 is the second half of a one year course in Portuguese. This course will enable the student to speak, comprehend, read, and write Portuguese at the novice mid proficiency level. Emphasis is placed on some aspects of Luso and Brazilian cultures.

LEARNING OBJECTIVES: Upon successful completion of this course, the student will:

- expand her vocabulary at the novice mid level;
- develop knowledge of the grammar structures at the novice mid level;
- engage in and sustain face to face conversation with others about topics studied at the novice mid level.
- listen to simple passages or conversations at the novice mid level, and discuss the content;
- read simple authentic texts at the novice mid level and discuss the content;
- write paragraphs using acquired vocabulary and grammatical structures at the novice mid level;
- learn aspects of Brazilian culture as well as of the culture of other countries where Portuguese is spoken.

Instruction is conducted exclusively in Portuguese.

REQUIRED MATERIALS:

- Klobucka, Anna, et al. 2007. *Ponto de Encontro*. Textbook. Upper Saddle River, NJ: Prentice Hall.
- Klobucka, Anna, et al. 2007. *Ponto de Encontro*. Brazilian Student Activities Manual. Upper Saddle River, NJ: Prentice Hall
- A Portuguese-English/English Portuguese Dictionary
- 2 Blue books

ATTENDANCE POLICY: Regular class attendance is essential for successful completion of the course and attendance begins from the moment the student is officially registered for the course. If a student is registered for the course and fails to attend class, the days missed will count as absences. With the exception of days scheduled for tests and quizzes you may miss four (4) classes for any reason, personal, medical, etc. The fifth (5th) absence and every subsequent absence after that for whatever reason: personal, medical, family emergency, etc. will occasion the loss of one percentage point each off the Final Overall Course Grade.

Use these four allowed absences wisely! Two late arrivals and/or early departures by more than 5 minutes will equal one unexcused absence. If you stop attending class it is your responsibility to drop the class. If you are going to submit a verifiable written medical excuse for any absences you must turn in the verifiable medical excuse within 24 hours of each and every absence. It is your

responsibility to provide appropriate documentation. There are no exceptions to the 24-hour time limit.

You may not miss any scheduled tests and in-class journals. There are NO MAKE UP tests, exams, quizzes or journals. Unless you discuss an emergency situation with your instructor in advance, no cellphones, pagers or other electronic communication devices are to be on or used during class. They are entirely prohibited during exams.

ASSESSMENT:

1. CLASS PARTICIPATION - 5%

You are expected to attend class and participate. Your participation grade includes: your contributions in Portuguese during class, small group activities, and dialogues, answering and asking questions, watching videos/listening to songs and doing the activities based on them, and using e-mail to communicate with your classmates. If you are absent from class this will directly affect your class participation grade. One cannot participate if they are not present. Avoid excessive absences to avoid a low class participation grade.

Participation Evaluation Criteria:

10 pts. The “A” Student:

- initiates & maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English or Spanish in discussions and group activities
- asks questions only in Portuguese
- is always prepared and demonstrates a minimum of errors
- attempts to use complete sentences with connectors, conjunctions; always elaborates on answers

9 pts The “B+” Student

- maintains interaction with students and instructor
- rarely uses English or Spanish in class and only if has asked permission
- always prepared for class
- has few errors
- voluntarily elaborates on answers with connected sentences

8 pts The “B” Student:

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers; more than three-word answers
- occasionally resorts to English or Spanish

7 pts The “C” Student:

- participates more passively than actively
- tends to use English or Spanish, especially in small group activities when the instructor is not nearby
- gives one to three word answers
- is frequently not well prepared

6 pts The “D” Student:

- participates grudgingly
- speaks mostly English or Spanish in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

5-0 pts The “E” Student:

- unable to answer when called upon in class; obviously unprepared
- is disruptive, prevents other students from hearing, etc.
- rarely participates in class activities
- is disrespectful of other students and instructor

- Negative attitude. Refuses to answer questions and constantly speaks in English or Spanish; almost never uses Portuguese

2. WRITING AND READING ASSIGNMENTS:

2.1- Portfolio- 15%

The portfolio consists of a collection of 5 portfolio entries, which you compile throughout the semester, related to topics that interest you concerning the cultures of any Portuguese-speaking country. Work is selected by the student (choose topics that are of interest to you such as carnival, music, capoeira, art, soccer, etc.). Sources can be the internet, books, magazines, newspapers, videos, photographs, interviews, articles, song lyrics, poems, pen pal correspondence, art, film reviews, etc, etc. You must include the source with your portfolio entry.

Towards the end of the semester you will share your portfolio with your instructor and classmates through a short oral presentation, which constitutes 5% of your total portfolio grade.

What goes into the portfolio?

- An introduction in Portuguese in which the student explains why they chose a particular topic and how individual pieces were chosen in relation to that topic
- 5 items and 5 narrative reports: For each item selected write a short narrative report in Portuguese (one paragraph - date and title) and some comments on your personal reaction to the material.
- Summary statement: A summary statement in Portuguese describing what was learned from selecting a topic and reflecting on how the portfolio was compiled. Self evaluate your portfolio (What have I learned? How did it help me/benefit me in my study of Portuguese?) All items should be typed in 12 font and double spaced.

2.2 Para Escrever (to write) - 15%

You will turn in one composition every other Wednesday during the semester from the *Para escrever* section of each chapter. The purpose of these exercises is to develop your writing skills over the course of the semester, with special attention to spelling and grammatical accuracy. All versions of the compositions have to be typed and double-spaced in Times New Roman font size 12 with 1" margins all around. Accent marks must be typed into your document; it is unacceptable to write them in after printing. Refer to your word processor's manual for instructions on how to type accented characters.

2.3 Para navegar (To navigate) – 5%

Every other Wednesday you will have read (at home) a text from *Pontos de Encontro* in the section called *Horizontes* (see pages 140-141, for example). After reading the text and responding to the exercises, you will follow the directions for your own online investigation (you may choose one or two of the suggestions listed under *Para navegar* to guide your research).

Based on what you discover you should then use your blue book to write a response, in Portuguese, that includes:

- a summary of the information you discovered
- a list of 10 new words you learned by reading it and their translations or definitions
- a well thought-out question or comment.

2.4-Manual de Atividades (Work Book)– 5%

Every other Monday (the same day as the chapter tests) you will turn in the written activities on *Brazilian Student Activities Manual* corresponding to the chapter studied for that exam. You must complete the *Estruturas and Laboratório* exercises, including the CD and Video exercises. It is not necessary to complete the *Horizontes, Para escrever*, or other exercises in the workbook, but your instructor may choose to use those activities in class or assign them

as homework as necessary. You should do the exercises by yourself, and it is advisable that you do not wait till the end of the chapter to complete the exercises. In the event that the instructor suspects that you copied your answers from a classmate or any other source, the instructor will initiate an academic integrity case. Do your best while writing these exercises. The completion of these activities on time will count 10% towards your final grade (and help you to review the material learned in each chapter).

2.5 Journal (Meu diário) - 5%

You will keep a handwritten journal with topics that the instructor will provide for you every Monday. Your journal grade is essentially based on content and completion, but vocabulary and grammar use will be taken into consideration.

IMPORTANT NOTE: It is strongly recommended that you turn in all assignments on time. Assignments are due in class, not after. Without a written medical excuse, all late work will only count 50% of its original value if turned in up to 24 hours after the due date. It will not be accepted after that.

3-QUIZZES - 20%

There will be tests every other Monday on the material from the past unit covered in class. Tests may include listening, speaking, reading, and writing. You must attend the days when tests are being given unless prior arrangements have been made with the instructor. Short pop quizzes may also be given. There are absolutely no make-ups if you miss a pop quiz.

4-FINAL EXAM – (written 20%; oral 10%)

The Final Exam will consist of four parts: speaking, listening, reading, and writing. The speaking (oral) exam (10%) will be a role-play with a partner according to a topic assigned by the instructor. The oral exam, as well as the listening exam, will take place in class the last week of the semester.

GRADE DISTRIBUTION

Preparation and participation	5 %
Portfolio	15 %
<i>Para escrever</i> (to write)	15 %
<i>Para navegar</i> (to navigate)	5 %
<i>Manual de Atividades</i> (Work Book)	5 %
<i>Meu Diário</i> (Journal)	5 %
5 Quizzes	20 %
Final Oral Exam	10 %
Final Written Exam	20 %

LANGUAGE LABORATORY: The Language Laboratory, located in Westport in Room 112, Phone # 212-237-8707, is a service that provides free tutoring to students of John Jay. The Lab has a staff of trained tutors who work with students to help them in the subject. The Language Lab is a valuable resource for any student of foreign languages, and I encourage you to use it.

IMPORTANT NOTE: PLAGIARISM: When you include someone else's information, ideas, or words in your essays, you should always acknowledge where the information, ideas, or words come from—a book, website, lecture, journal article, or any other source. Using another's information, ideas, or words without attributing them to that source means that you are presenting someone else's work as your own and you are doing plagiarism. **Plagiarism in an essay will cause the student to receive an "F" for the essay and the student may also receive an "F" for the course.** Plagiarism and cheating are violations of CUNY's policy on academic integrity

(http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See the JJC Undergraduate Bulletin for further explanation. **Use of an internet translator or cutting and pasting for any part of an assignment is also considered cheating.** If you are not sure when it is appropriate to seek help, please see your instructor.

TENTATIVE WEEKLY SYLLABUS FOR PORTUGUESE 102

***All dates and assignments on the syllabus are subject to change and any adjustments to the syllabus will be announced and handed out in print in class. If you miss class it is your responsibility to find out if anything on the syllabus has been changed.**

WEEK 1:

Introduction/Syllabus
Port 101 Review. Unit 6 – A roupa e as compras
Direct objects / Por vs. Para II – pp 234-239, 242-243
Journal # 1 in class. Bring blue book.
Wednesday: Para Navegar #6 Due

WEEK 2:

Port 101 Review. Unit 6 (Continuation)
Unit 6 – A roupa e as compras
Direct objects / Por vs. Para II – pp 234-239, 242-243
Journal # 2 in class. Bring blue book.
Wednesday: Para Navegar #6 Due

WEEK 3:

Unit 6 – A roupa e as compras
Vocabulário: 252-253
Pretérito of Regular verbs, Ir, Ser / Tag questions – pp 229-233, 241-242.
Wednesday: Para Navegar #6 Due

WEEK 4:

QUIZ #1 (Unit 6)
- Activities Manual Unit 6 Due
Unit 7 – O tempo e os passatempos
Indirect objects / Pretérito Irregular
Journal #3 in class. Bring blue book.
Wednesday: Para Escrever #7 Due

WEEK 5:

Unit 7 – O tempo e os passatempos
Imperfect / Imperfecto vs. Pretérito – pp 274-281
Para Navegar #7 due
Activities Manual Unit 7 Due

WEEK 6:

- QUIZ #2 (Unit 7)
Unit 8- Festas e tradições
Wednesday: Para Navegar #1 Due (pg: 324-325)
Comparisons of Inequality, Equality, and Superlatives: 305-311

WEEK 7:

Unit 8- Festas e tradições (Cont.)
Journal # 4 in class
Wednesday: Para Escrever #1 Due (pg: 322)
Pronouns after Prepositions: 314-315
Reflexive Verbs and Pronouns: 315-318

WEEK 8:

-QUIZ # 3 (Unit 8)
Unit 8 Activities Manual Due
Unit 9 – O trabalho e os negócios
Journal # 5 in class
Wednesday: Para Navegar #2 Due (pg: 358-359)
Se Impessoal: 337-339
Preterit / Imperfect: 340-342

WEEK 9:

Unit 9 – O trabalho e os negócios
Journal #6 in class
Wednesday: Para Escrever #2 Due (pg 357)
Interrogative pronouns: 345-346
Commands: 347-349

WEEK 10:

-QUIZ # 4 (Unit 9)
Unit 9 Activities Manual Due
Unit 10 – A comida
Journal #7 in class
Wednesday: Para Navegar #3 Due (pg: 395-397)
Present Subjunctive: 371-375

WEEK 11:

Unit 10 – A comida
Journal #8 in class
Wednesday: Para Escrever #3 Due (pg 393)
Present Subjunctive Cont.: 376-377
Commands Cont.: 380-381

WEEK 12:

QUIZ # 5 (Unit 10)
Unit 10 Activities Manual Due
Unit 11 – A saúde e os médicos
Journal #9 in class
Wednesday: Para Navegar #4 Due (pg: 429-431)
Subjunctive w/emotion: 410-412
Let's: 414-415

WEEK 13:

Unit 11 A saúde e os médicos
Tuesday: Journal #7 in class
Wednesday: Para Escrever #4 Due (pg: 428)
Por/Para Cont.: 416-419

WEEK 14:

QUIZ # 6 (Unit 11)

Unit 11 Activities Manual Due
FILM in Class

WEEK 15:

LISTENING AND ORAL FINAL EXAMS in class
Final Exam Review

WEEK 16:

FINAL EXAM (READING AND WRITING)



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
 OF CRIMINAL JUSTICE

Department of Foreign Languages & Literatures

TO: The Curriculum Committee

FROM: Silvia Dapia

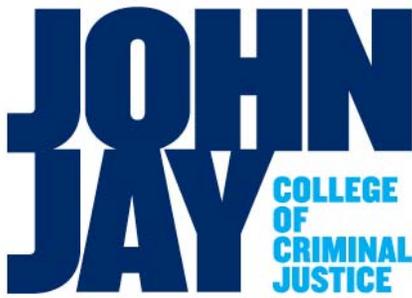
DATE: March 2, 2011

RE: New Course Request

The Department of Foreign Languages and Literatures has approved the following courses:

<u>Course</u>	<u>Rationale</u>
POR 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
POR 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
ARA 101	At the request of the ICJ Department to serve the needs of their students.
ARA 102	At the request of the ICJ Department to serve the needs of their students.
JPN 101	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.
JPN 102	The Department of Foreign Languages and Literatures wishes to expand its offerings and attract more students.

If you have any additional questions, please let me know.

**E**

*Department of
Protection Management*

*445 W 59th Street Room 3528N
New York City, NY 10019
T. 212-237-8599
F. 212-237-8919*

To: John Jay College Council

From: Robert Till, Interim Chair, Department of Protection Management

Date: October 20, 2011

RE: Request for a Departmental Name Change: Protection Management to:
SECURITY, FIRE AND EMERGENCY MANAGEMENT

The Department of Protection Management formally requests a change in name. While the original conception of Protection Management was laudable due to the dynamic and multi-faceted nature of our disciplines, the actual name has caused difficulty in branding and conceptual mission. The label, while reflective of our overall purposes, failed to capture the prospective marketplace. The label, while unique and innovative, was and continues to be out of the mainstream of academic nomenclature. As a result, the department, after a series of consultations, voted unanimously, on October 18, 2011, to change its name to **SECURITY, FIRE AND EMERGENCY MANAGEMENT**.

The rationale for the new designation is plain enough. First, the new department name reflects exactly what we do in the department and in the terminology that prospective students and supporters know and appreciate. Second, the designation allows for a clearer curricular trifurcation which bodes well for future development. In other words, each expertise has its own horizon to shape and hone and while these fields are always complimentary, they have distinct approaches that need unique experts. Third, the language chosen mirrors the competitive marketplace of other educational institutions. Fourth, the name will go a long way by clarifying not only our vision of what the department is and wants to be but also how it can enhance its course offerings, build its constituencies and flourish in terms of FTE's. Indeed, **SECURITY, FIRE AND EMERGENCY MANAGEMENT**, should and will be a dynamic player in the life of not only New York City, the rightful home of such disciplines, but also across national and international marketplaces.

The department respectfully requests approval of this change.

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

**COLLEGE COUNCIL
MEMBERSHIP
AND
COLLEGE COUNCIL
COMMITTEES
2011-2012**

Table of Contents

College Council Membership.....	2
Administration.....	2
Faculty.....	2-3
Students.....	3-4
College Council Interim Executive Committee.....	5
College Council Executive Committee.....	6
Undergraduate Curriculum and Academic Standards Committee.....	7-8
Committee on Student Interest.....	8
Judicial Committee.....	9
Committee on Faculty Personnel.....	10-11
Budget and Planning Committee.....	12-14
Financial Planning Subcommittee.....	13
Strategic Planning Subcommittee.....	13-14
Committee on Graduate Studies.....	15
Committee on Student Evaluation of the Faculty 2011-2012.....	16
Provost Advisory Council.....	17
Council of Undergraduate Program Coordinators.....	18
Committee on Honors, Prizes and Awards.....	19
Faculty Elections Committee.....	19
College-Wide Assessment Committee.....	20

College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration:

- | | |
|---|-------------------------|
| 1. President (chairperson) | Jeremy Travis |
| 2. Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| 3. Senior Vice President for Finance and Administration | Robert Pignatello |
| 4. Vice President for Student Development | Berenecea Johnson Eanes |
| 5. Vice President for Enrollment Management | Richard Saulnier |
| 6. Dean of Graduate Studies | Jannette Domingo |
| 7. Dean of Undergraduate Studies | Anne Lopes |
| 8. Interim Dean of Research | Karen Terry |

Faculty:

- | | |
|---|------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | Kwando Kinshasa |
| 10. Anthropology | Terry Furst |
| 11. Art and Music | Laura Greenberg |
| 12. Communication & Theater Arts | Lyell Davies |
| 13. Counseling | Mickey Melendez |
| 14. Criminal Justice | Evan Mandery |
| 15. Economics | Mathieu Dufour |
| 16. English | Devin Harner |
| 17. Foreign Languages and Literature | Raul Rubio |
| 18. Health and Physical Education | Vincent Maiorino |
| 19. History | David Munns |
| 20. Interdisciplinary Studies Program | Richard Haw |
| 21. Latin America and Latina/o Studies | Brian Montes |
| 22. Law, Police Science and CJA | Yue Ma |
| 23. Library | Kathleen Collins |
| 24. Mathematics | Shaobai Kan |
| 25. Philosophy | James DiGiovanna |
| 26. Political Science | Roger McDonald |
| 27. Protection Management | Norman Groner |
| 28. Psychology | Jennifer Dysart |
| 29. Public Administration | Denise Thompson |
| 30. Sciences | Demi Cheng |
| 31. SEEK | Virginia Diaz |
| 32. Sociology | Jana Arsovska |

b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Anthropology	Anru Lee
34. Anthropology	Patricia Tovar
35. Communication and Theater Arts	Elton Beckett
36. Economics	Catherine Mulder
37. English	Erica Burleigh
38. English	Karen Kaplowitz
39. English	Veronica Hendrick
40. History/ISP	Andrea Balis
41. History/ISP	Sara McDougall
42. Law, Police Science and CJA	Lior Gideon
43. Law, Police Science and CJA	Staci Strobl
44. Law, Police Science and CJA	Maki Habersfeld
45. Psychology	Demis Glasford
46. Psychology	DeeDee Falkenbach
47. Sociology	Richard Ocejo
48. Sociology	Rick Richardson
49. Science	Richard Li
50. Science	Francis Sheehan

- Eight faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

James Cauthen – Political Science	<u>Vacant</u>
Janice Dunham – Library	<u>Vacant</u>
Beverly Frazier – Law & Police Science	<u>Vacant</u>
Jay Paul Gates – English	<u>Vacant</u>

Higher Education Officers elected by Higher Education Officers Council:

51. Carina Quintian
52. Nilsa Lam
53. Kinya Chandler
54. Shavonne McKiever
55. Michael Scaduto

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative.
Sylvia Lopez

Students:

56. President of the Student Council	Whitney Brown
57. Vice President of the Student Council	Mehak Kapoor
58. Treasurer of the Student Council	Jeffrey Aikens
59. Secretary of the Student Council	Rhonda Nieves
60. Elected At-Large Representative	Jason Nunez
61. Elected graduate student representative	VACANT
62. Elected graduate student representatives	Donica Thompson
63. Elected senior class representative	Mark Benjamin
64. Elected senior class representative	Brian Costa
65. Elected junior class representative	Michelle Tsang
66. Elected junior class representative	Marcelle Mauvais
67. Elected sophomore class representative	Davinder Singh
68. Elected sophomore class representative	Joseph DeLuca
69. Freshman representative designated according to a method duly adopted by the Student Council.	Zeeshan Ali

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.

1. <u>Vacant</u>	2. <u>Vacant</u>
-------------------------	-------------------------

College Council Interim Executive Committee

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- | | |
|---|-------------------------|
| • President (chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Vice President for Student Development | Berenecea Johnson Eanes |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice-President of the Faculty Senate | Francis Sheehan |
| • Two (2) other members of the Faculty Senate | |
| 1. Andrea Balis | |
| 2. Jennifer Dysart | |
| • President of the Higher Education Officers Council | Carina Quintian |
| • Vice-President of the Higher Education Officers Council | Dana Trimboli |
| • President of the Student Council | Whitney Brown |
| • Vice-President of the Student Council | Mehak Kapoor |

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

College Council Executive Committee

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

The Executive Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Senior Vice President for Finance and Administration Robert Pignatello
- Vice President for Student Development Berenecia Johnson Eanes

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Andrea Balis History / ISP
 2. Elton Beckett Communication
And Theater Arts
 3. Janice Dunham Library
 4. Jennifer Dysart Psychology
 5. Karen Kaplowitz English
 6. Francis Sheehan Science
 7. Staci Strobl Law & Police
Science

- Two (2) higher education officers
 1. Shavonne McKiever Registrar
 2. Michael Scaduto Financial Aid

- Three (3) students
 1. President of the Student Council Whitney Brown
 2. Vice President of the Student Council Mehak Kapoor
 3. Sophomore Representative Joseph DeLuca

Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- Dean of Undergraduate Studies (Chairperson) Anne Lopes
- Vice President for Enrollment Management Richard Saulnier
- Academic Director of Undergraduate Studies Kathy Killoran

- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies	C. Jama Adams
2. Anthropology	Ed Snajdr
3. Art and Music	Ben Lapidus
4. Communication & Theater Arts	Dana Tarantino
5. Counseling	Berenecea Johnson Eanes
6. Criminal Justice	Hung En Sung
7. Economics	David Shapiro
8. English	Alison Pease
9. Foreign Languages and Literature	Silvia Dapia
10. Health and Physical Education	Susan Larkin
11. History	Simon Baatz
12. Interdisciplinary Studies Program	Mary Ann McClure
13. Latin American and Latina/o Studies	Lisandro Perez
14. Law, Police Science and CJA	Klaus Von Lampe
15. Library	Ellen Sexton
16. Mathematics and Computer Science	Michael Puls
17. Philosophy	Kyoo Lee
18. Political Science	Monica Varsanyi
19. Protection Management	Glenn Corbett
20. Psychology	Michael Leippe
21. Public Management	Judy-Lynne Peters
22. Sciences	Angelique Corthals
23. SEEK	Nancy Velasquez-Torres
24. Sociology	Richard Ocejo

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Ervin Balazon

2. Ryan Cunningham
3. Rizwan Ali Raja

The Committee shall elect a vice chairperson from among its faculty members. Ellen Sexton shall staff the Committee.

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Dean of Students (chairperson) Wayne Edwards
- Director of Athletics Dan Palumbo
- Director of Student Activities Jerrell Robinson
- Two (2) members of the faculty
 1. Lorraine Moller Communication and Theater Arts
 2. Rick Richardson Sociology
- Six (6) students
 1. Amanda Acevedo
 2. Cesar Irigoyen
 3. **Alaa Alamin***
 4. Rue-Ann Gabriel
 5. Sadari Hutson
 6. Steve Maldonado

*replaces Kristen Benjamin according to 11/8/11 certification

Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- | | |
|--|-------------------------|
| • President (Chairperson) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane Bowers |
| • Dean of Graduate Studies | Jannette Domingo |
| • Dean of Undergraduate Studies | Ann Lopes |
| • Interim Dean of Research | Karen Terry |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Ric Curtis |
| 3. Art and Music | Lisa Farrington |
| 4. Communication & Theater Arts | Seth Baumrin |
| 5. Counseling | Berenecea Johnson Eanes |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Foreign Languages and Literature | Silvia Dapia |
| 10. Health and Physical Education | Davidson Umeh |
| 11. History | Allison Kavey |
| 12. Interdisciplinary Studies Program | Amy Green |
| 13. Latin American & Latino/a Studies | Lisandro Perez |
| 14. Law, Police Science and CJA | Maki Haberfeld |
| 15. Library | Larry Sullivan |
| 16. Mathematics and Computer Science | Peter Shenkin |
| 17. Philosophy | Jonathan Jacobs |

- 18. Political Science
- 19. Protection Management
- 20. Psychology
- 21. Public Management
- 22. Sciences
- 23. SEEK
- 24. Sociology

Harold Sullivan
 Glenn Corbett
 Tom Kucharski
 Warren Benton
 Larry Kobilinsky
 Nancy Velazquez-Torres
 David Brotherton

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Carmen Solis (SEEK)
 2. John Pittman (Philosophy)
 3. Chitra Raghavan (Psychology)
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Manjai Natarajan (Criminal Justice)
 2. Nicholas Petraco, Jr. (Science)
 3. Bettina Carbonel (English)
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. Lewquay Williams
 2. Stephanie Rojas

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------------------------|
| • President (chairperson) | Jeremy Travis |
| • Senior Vice President for Finance and Administration | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane Bowers |
| • Vice President for Student Development | Berenecea Johnson Eanes |
| • Vice President for Enrollment Management | Richard Saulnier |
| • Associate Provost for Strategic Planning | James Llana |
| • Dean for Human Resources | Donald J. Gray |
| • Dean of Graduate Studies | Jannette Domingo |
| • Dean of Undergraduate Studies | Anne Lopes |
| • Interim Dean of Research | Karen Terry |
| • Executive Director of Finance and Business Services | Patricia Ketterer |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | Francis Sheehan |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Francis Sheehan |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Maki Haberfeld |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Ric Curtis |
| 3. Art and Music | Lisa Farrington |
| 4. Communication & Theater Arts | Seth Baumrin |
| 5. Counseling | Berenecea Johnson Eanes |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Foreign Languages and Literature | Silvia Dapia |
| 10. Health and Physical Education | Davidson Umeh |
| 11. History | Allison Kavey |
| 12. Interdisciplinary Studies Program | Amy Green |
| 13. Latin American and Latina/o Studies | Lisandro Perez |
| 14. Law, Police Science and CJA | Maki Haberfeld |
| 15. Library | Larry Sullivan |
| 16. Mathematics and Computer Science | Peter Shenkin |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | Harold Sullivan |
| 19. Protection Management | Glenn Corbett |
| 20. Psychology | Tom Kucharski |
| 21. Public Management | Warren Benton |
| 22. Sciences | Larry Kobilinsky |
| 23. SEEK | Nancy Velasquez-Torres |

24. Sociology

David Brotherton

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representative
 1. Dana Trimboli
 2. Kim Chandler
- President of the Student Council or designee Whitney Brown
- Treasurer of the Student Council or designee Jeffrey Aikens
- One (1) additional student representative Khia Fulton
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Crystal Farmer
 2. Cadalie Neat

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|--|-------------------|
| • Senior Vice President of Finance and Administration
(chairperson) | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Francis Sheehan |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Maki Habersfeld |
| • Chair of the Council of Chairs | Harold Sullivan |
| • Vice Chair of the Council of Chairs | Warren Benton |
| • One (1) representative chosen by the Council of Chairs | Tom Kucharski |
| • Chair of the Higher Education Officers Council | Carina Quintian |

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost's Director for Operations, Ben Rohdin shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|--|-------------------|
| • Associate Provost for Strategic Planning (chairperson) | James Llana |
| • Senior Vice President of Finance and Administration | Robert Pignatello |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) representatives chosen by the Faculty Senate <ol style="list-style-type: none"> 1. Jennifer Dysart 2. Staci Strobl | |
| • Chair of the Council of Chairs | Harold Sullivan |
| • Two (2) representatives chosen by the Council of Chairs | |

1. Ned Benton
 2. Thomas Kucharski
- Chair of the Higher Education Officers Council
 - One (1) student representative
1. Polina Kliapvskaia

Carina Quintian

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcome Assessment, Virginia Moreno shall staff the subcommittee.

Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- | | |
|--|-------------------------------------|
| • Dean of Graduate Studies (chairperson) | Jannette Domingo |
| • Dean of Students | Wayne Edwards |
| • Vice President for Enrollment Management | Richard Saulnier |
| • Chief Librarian | Larry Sullivan |
| • Graduate Program Directors | |
| 1. Criminal Justice | William Heffernan |
| 2. Forensic Computing | Richard Lovely |
| 3. Forensic Mental Health Counseling | James Wulach |
| 4. Forensic Psychology | Diana Falkenbach |
| 5. Forensic Science | Margaret Wallace
(On sabbatical) |
| | Thomas Kubic
(Acting Director) |
| 6. International Criminal Justice | Rosemary Barbaret |
| 7. Protection Management | Robert Till |
| 8. MPA: Public Policy & Administration | Marilyn Rubin |
| 9. MPA: Inspection & Oversight | Ned Benton |
| • BA/MA Director | Chitra Raghavan |
| • Two (2) graduate students | |
| 1. Jeffrey Aikens | |
| 2. John Clarke* | |

*certified as of 11/15/11

Provost Advisory Council

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- | | |
|---|-------------------------|
| • Provost and Senior Vice President for Academic Affairs
(chairperson) | Jane P. Bowers |
| • Director of Operations, Office of the Provost | Ben Rohdin |
| • President of the Faculty Senate | Karen Kaplowitz |
| • Vice President of the Faculty Senate | Francis Sheehan |
| • Chairperson of each academic department | |
| 1. Africana Studies | C. Jama Adams |
| 2. Anthropology | Ric Curtis |
| 3. Art and Music | Lisa Farrington |
| 4. Communication & Theater Arts | Seth Baumrin |
| 5. Counseling | Berenecea Johnson Eanes |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Allison Pease |
| 9. Foreign Languages and Literature | Silvia Dapia |
| 10. Health and Physical Education | Davidson Umeh |
| 11. History | Allison Kavey |
| 12. Interdisciplinary Studies Program | Amy Green |
| 13. Latin American & Latino/a Studies | Lisandro Perez |
| 14. Law, Police Science and CJA | Maki Haberfeld |
| 15. Library | Larry Sullivan |
| 16. Mathematics and Computer Science | Peter Shenkin |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | Harold Sullivan |
| 19. Protection Management | Glenn Corbett |
| 20. Psychology | Tom Kucharski |
| 21. Public Management | Warren Benton |
| 22. Sciences | Larry Kobilinsky |
| 23. SEEK | Nancy Velazquez-Torres |
| 24. Sociology | David Brotherton |

Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- | | |
|---|----------------------------------|
| • Dean of Undergraduate Studies (chairperson) | Anne Lopes |
| • Coordinators of undergraduate majors | |
| 1. Computer Information Systems
in Criminal Justice and PA | Shamik Sengupta |
| 2. Correctional Studies | Lior Gideon |
| 3. Criminal Justice (B.A.) | Evan Mandery /
Stanley Ingber |
| 4. Criminal Justice (B.S.) | Serguei Cheloukhine |
| 5. Criminal Justice Management | Richard Culp |
| 6. Criminology | Douglas Thompkins |
| 7. Culture and Deviant Studies | Elizabeth Hegeman |
| 8. Economics | Jay Hamilton |
| 9. English | Caroline Reitz |
| 10. Fire Science | Robert Till |
| 11. Fire and Emergency Services | Charles Jennings |
| 12. Forensic Psychology | Deryn Strange |
| 13. Forensic Science | Lawrence Kobilinsky |
| 14. Gender Studies | Katie Gentile |
| 15. International Criminal Justice | Peter Romaniuk |
| 16. Judicial Studies | James Cauthen |
| 17. Humanities and Justice Studies | Bettina Carbonell |
| 18. Legal Studies | James Cauthen |
| 19. Police Studies | Jon Shane |
| 20. Political Science | Andrew Sidman |
| 21. Public Administration | Maria Josephine Dagostino |
| 22. Security Management | Robert McCrie |
| 23. World History | Fritz Umbach |

Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Vice President for Student Development (chairperson) Berenecea Johnson Eanes
- Dean of Students Wayne Edwards
- Director of Student Activities Jerrell Robinson
- Three (3) full-time members of the faculty
 - 1. Marta Bladek Library
 - 2. Effie Cochran English
 - 3. Shuki Cohen Psychology
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 - 1. Mealanie Monzon
 - 2. Naithram Singh
 - 3. Naviliya Abbas

Special Committee of the College Council

Committee on Faculty Elections

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

- 1. Kashka Celinka Law & Police Science
- 2. Kathleen Collins Library
- 3. Olivera Jokic English
- 4. Ekaterina Korobkova Science
- 5. Samantha Majic Political Science

College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- Associate Provost for Institutional Effectiveness (Chair) James Llana
- Director of Assessment (ex officio) Virginia Moreno
- Seven (7) Full-time Faculty Members
 - 1. Carla Barrett Sociology
 - 2. Lisa Farrington Art & Music
 - 3. Elizabeth Jeglic Psychology
 - 4. Mark McBeth English
 - 5. Marilyn Rubin Public Management
 - 6. Jennifer Rutledge Political Science
 - 7. Andrew Sidman Political Science
- Three(3) Higher Education Officers
 - 1. Marisol Marrero One Stop/EM Call Center
 - 2. Sumaya Villanueva Academic Advisement Center
 - 3. Danielle Officer Office of Accessibility Services

