Boise State University  
Foundational Studies Course  

Course Number and Title: CJ 498  

Course Design Table

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<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
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| 10-01 Literature and Humanities | Critical reading skills within the discipline | • Demonstrate an ability to locate and summarize important criminal justice policy research and logically organize it and other research into a well-crafted research paper  
• Refine use of standard criminal justice styles of writing and use of citations | Article summaries and a final research paper | • Students in all sections of CJ 498 will write a series of article summaries in order to receive feedback from instructor(s) on clarity, organization, appropriate voice, language, terminology, appropriate use of sources and citation style.  
• Students in all sections of CJ 498 will write a final research paper, which itself should be in large part a product of the article summaries (see above) Final papers will receive feedback similar to that described above at the end of the semester. |
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| **10-02 Literature and Humanities** | Writing and/or speaking within the discipline | • Analyze previously published research studies with regard to their research design, methodology, findings, strengths/weaknesses  
• Refine use of standard criminal justice styles of writing and use of citations | • Article summaries in the first half of the course AND the research paper in the latter half, specifically the review of research section, will be used to measure this objective.  
• A research paper on a criminal justice policy issue that integrates and synthesizes many of the ideas and arguments uncovered in the article summaries (above) will be used to measure this objective. | • Students in all sections of CJ 498 will write a series of article summaries in order to receive feedback from instructor(s) on clarity, appropriate voice, language, terminology, and sources (both peer and non-peer reviewed).  
• Students in all sections of CJ 498 will write in a formal context through their research papers and for less formal context through their summaries of selected peer reviewed articles. |
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| **10-03** Literature and Humanities Reasoning within the discipline | • Analyze previously published research studies with regard to their implications for public policy  
• Refine use of standard criminal justice styles of writing and use of citations | • Article summaries will focus on writing for a wider practitioner audience  
• A final research paper on a criminal justice policy issue which includes an introduction, literature review, findings, discussion and conclusion will focus on writing for the scientific community. | • Students in all sections of CJ 498 will write summaries of selected peer reviewed articles in multiple drafts in order to receive feedback from instructor(s) on clarity, appropriate language, terminology, and use of sources (both peer and non-peer reviewed)  
These exercises should help students to learn to effectively translate scientific research for practitioners in a CJ workplace setting  
• Students in all sections of CJ 498 will write a substantial research paper that adopts appropriate language, terminology, and uses sources (both peer and non-peer reviewed) that is geared towards the scientific community. | |
<p>| <strong>10-04</strong> Literature and Humanities Cultural, historical, conceptual, and linguistic awareness | Demonstrate an ability to intelligently discuss important criminal justice problems and issues including the strengths and weaknesses of current research, policy and practice | Instructor evaluation of student’s in-class participation about assigned readings and co-related materials | Students in all sections of CJ 498 will actively discuss all aspects of the assigned readings and co-related materials and will receive periodic feedback from instructor(s) about their perceived understanding of the assigned materials based on their contributions to the class discussions (say, about the week’s article summaries). | |</p>
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<td><strong>10-05</strong> Literature and Humanities</td>
<td>Personal development</td>
<td>Craft a thoughtful and interesting oral presentation on a criminal justice policy issue/problem which proposes a brief albeit innovative solution</td>
<td>Instructor evaluation of student’s presentation (content and style)</td>
<td>Students in all sections of CJ 498 will offer a well-organized and thoughtful in class oral presentation on a specific public policy issue pertinent to criminal justice</td>
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