

AUG 25 1998

REQUEST FOR APPROVAL TO USE W-DESIGNATION

TYPE 1. PROFESSOR COMMITMENT

- (X) Professor Frank J. Calabrese Phone 357 - 5978
- (X) Writing Workshop? (If not at IUP, where? when?) IUP Spring/Summer 1998
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

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TYPE 11. DEPARTMENT COURSE

Department Contact Person

Phone

Course Number/Title

## Writing Summary - - Criminology 300

CR - 300 Theory of Complex Criminal Justice Organizations is designated a writing-intensive course. The course is taught each Fall and Spring and is listed as a "program majors" elective. Most students are juniors and seniors with a small

## Summary of Writing Assignments for: CR - 300

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Assignment	Pages	Assignments	(Yes/No)	(Yes/No)	Grade
Introductory Writing Assignment	2 - 3	1	Yes	Yes	4.2
Take-home essay portion of tests	3 each (by 2)	2	Yes	No	4.2 (by 2)
Case study analysis	3+	1	Yes	Yes	8.2
Term paper	7- 10	1	Yes	No	29.2

**Total:**

**50.00%**

# Theory of Complex Criminal Justice Organizations

CR - 300

**Instructor:** Frank J. Calabrese  
**Office:** 428 Sutton Hall

**Phone:** 357 - 5978

**Class Hours:** 207 Walsh Hall  
Tuesday and Thursday  
9:45 a.m. - 11:15 a.m.  
1:15 p.m. - 2:45 p.m.

**Office Hours:** By appointment and;  
Tuesday and Thursday  
9:10 a.m. - 9:40 a.m.  
3:00 p.m. - 5:00 p.m.

**Required Text:**

Robbins, S.P. 1997 *Essentials of Organizational Behavior*. (5th. ed.) Upper Saddle River, NJ: Prentice Hall ISBN 0135-203-058

**Course Description and Introduction:** *"Theory of Complex Criminal Justice"*

Using a variety of methods such as class discussion, team analysis and possibly case study analysis, we will develop methods to:

1. Understand the role and uses of theory in the "real world."
2. Examine current organizational practices in various settings.
3. Examine specific organizational theories.
4. Develop protocols for understanding groups and organizations.
5. Utilize teams as an integral portion of the learning process.
6. Improvement of writing skills generally and as directed to criminal justice settings.

**Course Requirements:**

1. Individual participation (ask and answer questions.)
2. Team participation.

3. Exams
4. Writing assignments:
  - a. Introductory writing assignment
  - b. Take-home essay portion of tests
  - c. Case study analysis
  - d. Term paper.

1. Individual participation: The course relies heavily on lectures, class

3. **Exams:** Exams will account for one-half of a student's grade. There will be two exams during the semester, with the dates *tentatively* scheduled as shown. Each exam consist of two parts, an "in-class" objective portion with 50 questions, and a "take-home" 1 to 3 page essay portion.

There will be an optional final exam given during "finals week." Any student having less than a "C" grade average on the objective portion of the first two tests is required to take the final. A student's two highest scores will be averaged to calculate the objective portion of the grade.

The date for "make-up" exams are shown. There will be no "make-up's" without written (and reasonable) excuses and explanations. Those who miss a test without reasonable a excuse may take the final exam in place of the exam they have

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4. The actual solution your team chose how you arrived at that choice

your analysis of benefits and drawbacks to the chosen solution, and how you selected the individual to "vote" in class.

5. Explain how your team chose to provide input during the class discussion. Did each member feel free to provide input, was one "speaker" selected to represent the group? What discussions were held, what discussions were avoided or "turned-off?"

6. Describe the cohesiveness of the group, did people have difficulty adjusting to new roles? Did some members appear to be more active than others?



# Theory of Complex Criminal Justice Organizations

CR-300 Writing Intensive Course

## Paper Basics

### Reasoning 1

#### A. CRITICAL THINKING:

1. Arrange information in a logical order.
2. Follow theory's concepts to arrange data when possible.
3. Base conclusions using references to course and

## Introductory Assignment

This first paper is intended to start a bridge between your actual experience in organizations and formal study of organizations and groups. It also serves as a "baseline" of your writing ability. Plan on writing two to three pages on the following topic.

Please type or use word processing equipment to produce the finished essay. It is suggested you use a computer so you can "spell-check" and review grammar before printing.

The paper should be submitted on 8 1/2 inch by 11 1/2 inch white paper, double-spaced, using 12 point type.

Describe one formal or informal organization in which you participated. Where did it excel and where did it fail. Why did it excel or fail? What could the organization do to avoid failure?

Examples of organizations you may choose to write about are:

1. Employment situations
2. Summer jobs
3. School team or organization
4. Informal sports team

5. A group of friends that regularly meet

Write about your insight into this process; why is it easy or hard to recognize success or failure?

## Analysis and Grading

The first submission of this paper is ungraded but will be analyzed and returned. Possible changes will be indicated and you, as the author, will make final changes. Return the first paper, any analysis documents that accompany it and your revised assignment for grading by the date shown on the syllabus.

# Memorandum

Date: September 20, 1954

Senior: Mr. Tolson

Subject: Internal Security - Communist

Re: Mr. [Name]

Reference is made to the report of the [Name] dated [Date]

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## Grading Criteria

"A" Application of scientific inquiry model to the problem with all stages

Superior use of English with minor flaws in grammar, usage and mechanics.

"B" Application of scientific model to problem, one or two stages are incorrectly applied.

Clear control of standard English - uses syntactic variety

"C" Application of scientific model to problem but three or four stages are incorrectly applied.

Some flaws in English that may lack syntactic variety.

"D" Application of scientific model to problem but five or more stages are incorrectly applied.

Frequent & serious problems in language, sentence structure, grammar or usage that impair meaning.

"E" Student fails to apply scientific model to problem.

## CR - 300 First Test

### **Instructions for take-home essay portion of the first test.**

Attached please find the "case history." You are to do your initial review and analysis in your team. Each team is encouraged to discuss the facts of this case, explore Maslow's theory and it's application to the case, and ways to use the "scientific-inquiry model." Your team may reach a "consensus" about the right approach, and even agree on the proper content for each item of the "scientific-inquiry model."

**However** after you have fully discussed this matter you are charged under

## CR - 300 First Test

### Case History

You are a Chicago Police officer holding the rank of "Major." You and five other officers comprise the Chief of Police's senior staff. You are "career" officers with long seniority and know that nothing (except commission of a crime) can interfere with your position. The senior staff are very loyal employees

The last Chief of Police has retired and his replacement is Roddy "Wee