

# Introduction to Criminal Justice

## **CJ100** **SYLLABUS**



Central Methodist University  
Graduate and Extended Studies  
Online Programs

Last Revised 5/21/13

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**MISSION STATEMENTS:**

CMU: Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

Creed: The Central Methodist University community believes in seeking knowledge, truth, and wisdom; valuing freedom, honesty, civility, and diversity; living lives of service and leadership; and taking responsibility for ourselves and the communities in which we live.

## YOUR INSTRUCTOR

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### Virtual Office Hours:

**Monday & Wednesday: 1:00 pm to 5:00 pm**

**Tuesday & Thursday: 1:00 pm - 7:00 pm**

**Friday: By Appointment**

### About the Instructor

A Doctoral Candidate, with dual concentrations in Criminal Justice and Emergency Management, Marco Tapia has spent much of his professional career within the public safety and public policy arena.

Throughout a 27-year career within the public safety and public policy arena, Tapia has had the distinct privilege of performing a multitude of functions and responsibilities at the local, state and federal levels. From the patrol function of a mid-sized municipal and county law enforcement agencies, Tapia served with distinction, receiving several meritorious awards and a *Commendation for Valor*. As a Detective at the local level, Tapia specialized in Crime Scene Investigations and community-based initiatives. From the local enforcement environment, Tapia was recruited into the federal High Intensity Drug Trafficking Area (HIDTA) counter-drug enforcement initiatives throughout the southwest border of the U.S. As an Agent, Tapia successfully conducted covert infiltration operations that targeted domestic and international Drug Trafficking Organizations (DTO's), as well as managed overt multi-jurisdictional investigations focused on state and federal level criminal enterprise specific to the manufacturing, distribution, and sale of illicit drugs. Besides his primary responsibility to covert operations, Agent Tapia also specialized in electronic and physical surveillance / counter-surveillance methods and means.

Upon his return to Missouri, Tapia was tasked with the state coordination of Missouri's Narcotics Control Programs (NCAP) through the Director's Office of the Missouri Department of Public Safety. Additional, Tapia became the state Coordinator, and organizational represent to the Midwest HIDTA Group. Now, the largest federal counter-drug initiative in the United States. Other programs managed by Tapia included several federal level law enforcement/public safety grant programs, the Department of Defense Logistical Support Program, statewide crime laboratory initiatives, Missouri's counter drug initiatives – including statewide multi-jurisdictional drug task force operations.

Throughout Tapia's tenure as the state Coordinator of Missouri's NCP functions, the illicit manufacturing, distribution, and sale of Methamphetamine was at an epidemic level.

Through his foresight and leadership, Tapia was instrumental in the development and implementation of several innovative initiatives that continue to serve the state of Missouri and its citizenship to this day. For his leadership, Tapia was awarded the prestigious *Governor's Award for Excellence*, presented by Governor Mel Carnahan in 1999. Tapia also had the distinct honor of serving on the Missouri Attorney's General "Commission on Race", as well as the Missouri Supreme Courts "Commission on Drug Courts."

Leaving state service, Tapia accepted the position of Executive Director of a statewide law enforcement association. During his tenure, Tapia expand the services provided by this association and expand its law enforcement training footprint across the state. As a Police Officer Standard and Training (POST) Certified law enforcement trainer, Tapia was instrumental in the development and delivery of training programs throughout the state, including the development of an awareness level program designed to teach police officers about the Deaf community. For his efforts, Tapia was awarded the "2004 Angel Award" by the Missouri Commission for the Deaf and Hard of Hearing.

As a trainer, Tapia has also served as an Adjunct Instructor for the Institute of Intergovernmental Research (IIR) and the Louisiana State University's (LSU), Academy of Counter Terrorism. His area of expertise is domestic and international terrorism and the law enforcement response to incidents involving Weapons of Mass Destruction (WMD). Tapia currently holds various emergency response and emergency management certifications including a Level 'B' response certification, as well as National Incident Management System (NIMS) certifications through the Federal Emergency Management Administration's, Emergency Management Institute (EMI).

Educationally, Tapia has earned a B.A in Criminal Justice, and a M.S. in Criminal Justice – with an emphasis in Correctional Administration. Currently, Tapia is working on Doctoral degrees in Criminal Justice and Emergency Management. He is about to reach the doctoral milestone of "All but Dissertation" (ABD) level and anticipates completion and defense of his dissertation in Q-4 2017 / Q-1 2018.

# COURSE INTRODUCTION

## COURSE

CJ100—Introduction to Criminal Justice

## COURSE DESCRIPTION

The history, nature and function of the criminal justice system in America.

## COURSE OBJECTIVES

Upon successful completion of the course, each participant should be able to:

- Understand social norms and how they define crime
- Differentiate among types of crime
- Know the different schools of thought regarding the causes of crime
- Know the different court systems and their functions
- Recognize the various types of policing
- Understand the functions of corrections and the different sanctions that can be imposed
- Interpret constitutional rights afforded criminal defendants
- Understand victim awareness

## COURSE REQUIRED TEXTBOOK AND READINGS

*CJ: Realities and Challenges*, Second Edition. Ruth E. Masters, et al. McGraw-Hill.  
ISBN: 978-0-07-802652-2

## CMU LEARNING PRINCIPLES:

Central Methodist University will be recognized and valued as an institution delivering distinctive academic programs of excellence, nested within a robust and supportive campus environment, preparing students for making a living and living a life.

To ensure that educational experiences at CMU engender the ideals incorporated in the mission and vision statements, the faculty, administration, and trustees adopted new university wide learning principles and associated outcomes in the Spring of 2016. Six of the nine outcomes will be used to assess the general education program (the first two outcomes listed for each principle). The remaining higher order outcome will be assessed at the senior, graduating student level.

## Students who successfully complete CJ 100 will:

### **Communication** (articulate, multimodal, professional)

1. Students are articulate, able to speak and write clearly and effectively.
2. Students are multimodal, able to interpret and express ideas through multiple modes of communication.
3. Students are professional, able to adapt to and interact with others in a confident, responsible, and engaged manner.

**Curiosity** (discover, analyze, create)

4. Students can discover, explore, and seek solutions based on accumulated knowledge and current research.
5. Students can analyze, evaluate, interpret, and summarize data.
6. Students can create and innovate using critical thinking and collaborative skills.

**Community** (serve, respect, lead)

7. Students will serve others and be ethical, informed citizens.
8. Students will understand and respect diversity, including others' viewpoints, positions, and beliefs.
9. Students will lead creatively and collaboratively to produce positive changes in the broader world.

**COURSE ANNOUNCEMENTS AND COMMUNICATION**

Instructor announcements or instructions are provided in the announcements section of myCMU. That said, all students are responsible for having an email address capable of sending and receiving messages. Students are expected to check their email on a regular basis for course-related communications. It is the responsibility of the student to let the instructor know his or her email address.

**MyCMU:** You **must have an active CMU email account** because it will be used to access information and assignments. MyCMU will be a location where I will provide course related information, weekly assignments, and critical announcements such as cancelled class or important dates. Not having access to technology is not an acceptable excuse for missing announcements or assignments.

Additionally, don't forget to constantly check the **Announcement Blog**, your **Discussion Forums** and your **Eagle Mail**, located in your MyCMU portal, on a regular – if not daily basis. This is a great way for me to expeditiously get information to you. Additionally, we have our email capabilities, so don't hesitate to contact other students, or your Professor, with any questions you may have. Naturally, this will require that each of us check our email system on a regular basis and do our very best to respond in a prompt manner...usually within 12–24 hours. Remember, it is your responsibility to assure you have every communications capability available for your success.

# COURSE ASSESSMENT

## GRADING SCALE

Grade	Percent	Points
A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	60-69%	00-349
F	<60%	0-299

## GRADING CRITERIA

Grades will be based upon the following:

Initial 1 page paper:	1 - 27 points
Final paper:	1 - 100 points
Mid-term:	1 - 50 points
Final exam:	1 - 50 points
Discussion Board Posts: 16 x 3pt. each=	48 points
Critical thinking questions: 45 x 5pt. each=	<u>225 points</u>
	<b>500 points total</b>

## GRADING CRITERIA EXPECTATIONS

### Online Discussion Posts

These are designed for you to think abstractly about topics related to criminal justice. You are required to submit one post directly responding to each of the topics posed for each week. You will also engage in conversation with one another and comment on each other's posts. You will be required to make one response post to another student's initial post for each topic. You may confirm their ideas or contradict them. There are to be no disrespectful comments made on one another's posts. This forum is intended to provide positive interactions amongst one another. Please make sure your responses are well thought out and have some substance. I will not require a length; however I do expect well-informed responses for full credit.

Discussion posts will be graded via the following rubric:

Category	2 points	0 points
Initial Post	The student answered the initial question completely and documented evidence to back up ideas from the text.	The student did not fully answer the question, or did not use evidence from the text to back up ideas
Category	1 point	0 points
Response Post 1	The student responded respectfully and confirmed or contradicted another student's initial post while backing up all ideas with evidence from the text.	The student did not respond respectfully, did not confirm or contradict the initial post, or did not back up ideas with evidence from the text.

## **Critical Thinking Questions**

Each week you will be required to submit answers to 3 of the critical thinking questions for each chapter you will read listed in the Course Study Plan section of this syllabus for each week. (In most weeks students will read two chapters of the book, which will equate to 6 total questions for these weeks). The response to **each** question should be at least a paragraph. The critical thinking questions will be due at the end of each week.

## **Initial Paper**

You are required to write a one page paper discussing what criminal justice is to you. In the paper you should discuss the role you wish to play in the criminal justice system or discuss some shortcomings you see within the current system and address potential remedies for these issues. The paper should be 1 page in length, double spaced and 12 point Times New Roman font with 1" margins.

## **Research Paper**

You are to submit a 4-page paper covering the topic of campus crime. Campus crime is a very broad topic. Possible subject matter that falls under the topic of campus crime could include underage drinking, sexual victimization, cyber crime, drug use, assaults, robberies, etc. Cover a topic of your choice, assuming it falls within the realm of campus crime. The paper must be in Times New Roman, 12-point font and double spaced with 1" margins. Cite at least 3 sources in your paper. Any style of formatting is acceptable, as long as it is consistent. Include a cover page and a works cited page separate from your 4-page requirement.

## **Mid – Term Exam**

Will consist of 50 multiple choice questions covering Chapters 1 through 7

## **Final Exam**

Will consist of 50 multiple choice questions covering Chapters 8 through 15

## **DUE DATES AND DELIVERABLES**

All due dates and deliverable requirements will be posted on the course website and are considered "firm." Also, note that any due dates and times are in Central Standard Time so please adjust accordingly. Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction. The only exceptions related to late work are covered under the **Late Work Policy** below. Typically, graded assignments will be returned in 3 days.

## **LATE WORK POLICY**

Late assignments will only be permitted in cases involving extreme hardship (e.g., unplanned change of employment, transfer, severe illness, accident, or death in the immediate family). It is the student's responsibility to inform the instructor prior to the due date of such circumstances and to provide acceptable documentation. Late assignments will be handled on a case-by-case basis. Due to the nature of the program and course you are encouraged to work ahead as possible to avoid missing deadlines. The course should be completed as scheduled, incomplete ("I") grades will only be considered as a last resort (See University Catalog Regarding Incomplete ("I") Grades).

## **INSTRUCTOR ACADEMIC CONDUCT POLICY**

All Central Methodist University students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Central Methodist student Code of Conduct. Violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Central Methodist Student Handbook. It is the responsibility of the course Instructor to maintain and manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

### **PLAGIARISM**

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas or expressions of another - in any form - as your own, is plagiarism. Students who fail to properly give credit for information contained in their written work (post, papers, journals, exams, etc.) are violating the intellectual property rights of the original author.

For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

If an investigation of a student's written submission is found to have violated the protocol for plagiarism, a student found to be in violation of the Central Methodist University's, Academic Conduct Policy may be subject to the following disciplinary action(s).

**1<sup>st</sup> Offense:** A letter grade of 'Zero' will be awarded for the violating assignment, the school Provost will be notified of the violation and the student will have a letter placed in his or her file.

**2<sup>nd</sup> Offense:** The student will be notified that they have "failed" the course in which they were enrolled when the violation of the Academic Conduct Policy took place. Additionally, the schools Provost will be notified and an official violation entry will be made on the student's official transcript.

**3<sup>rd</sup> Offense:** The offending student will be suspended for academic misconduct.

**Additional information:** You should be aware that you **cannot** "recycle" your own assignments from one class to another without the instructor's permission. Make sure you are VERY careful not to plagiarize other author's (or student) works. This includes web content as well. You must properly cite another's work. If you do not know how to source, you can obtain a handout on sourcing in APA style from the CMU library, you may also check with the Learning and Teaching Center. "I did not know" is not an excuse. Again, for additional clarification see: the **University's Academic Conduct Policy that is fully described within the CLAS course catalog**. It is the student's responsibility to review and understand this policy.

# COURSE STUDY PLAN

## Week # 1:

### Reading

Chapters 1 and 2 of the textbook

### Assignments

Initial Assignment Due first Wednesday of class by 11:55pm

Write a one page paper discussing what criminal justice is to you. In the paper you should discuss the role you wish to play in the criminal justice system or discuss some shortcomings you see within the current system and address potential remedies for these issues. The paper should be 1 page in length, double spaced, and 12 point Times New Roman font with 1" margins.

**Please note: Failure to submit this assignment by the Wednesday 11:55 pm deadline may result in your removal from the course for non-participation.**

### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2 and 3 in Chapter 1 of the textbook and Critical Thinking Questions 1, 2, and 3 in Chapter 2 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 1.

Chapter 1 Discussion Board Posts: You are required to post both an initial post and a response post to each of these discussion board topics.

Post # 1: Introduce yourself to the class. Discuss what your major is, your interest in criminal justice, and your career aspirations.

Post # 2: Social Norms dictate the laws of society. How are social norms developed? What could explain the differences in laws (i.e. social norms) in different areas (think locally and globally)? Norms can be different within cities just as well as across the globe.

Chapter 2 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Political Crimes cover a whole spectrum of criminal activity. Some are treason, terrorism, even illegal immigration. What are other examples of Political crimes, and how do they adversely affect us? (Justice System, economic, security etc)

## **Week # 2:**

### **Reading**

Chapters 3 and 4 of the textbook

### **Assignments**

#### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2 and 3 in Chapter 3 of the textbook and Critical Thinking Questions 1, 2, and 3 in Chapter 4 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 2.

Chapter 3 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Cesare Lombroso is known as the father of modern criminology. He believed biological factors, specifically heredity, were the main determinants of crime, and those criminals were subhuman throwbacks who were less intelligent and more primitive than the populace. He identified physical traits such as small eyes, big ears, and excessive amounts of hair as predictors of criminals. With today's modern technology and the several types of cyber and white collar crimes, do physical predictors or low levels of intelligence really indicate criminal propensity?

Chapter 4 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: There seems to be a law for everything these days. Do you think the government infringes upon the rights of its citizens too much, or do the laws created through the law-making process reflect the beliefs of the aggregate populace? Additionally, laws are created for some reason or another. Are we better off with no laws or too many laws?

## **Week # 3:**

### **Reading**

Chapters 5 and 6 of the textbook

#### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2 and 3 in Chapter 5 of the textbook and Critical Thinking Questions 1, 2, and 3 in Chapter 6 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 3.

Chapter 5 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: More frequently, police departments are requiring minimum educational objectives to be met prior to qualifying for the minimum requirements. For example, many state and federal law enforcement agencies require a bachelor's degree. Do minimum education requirements increase professionalism (work ethic, morals, and productivity)? Or is this merely an attempt to limit the applicant pool?

Chapter 6 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: When many people think about our criminal justice system, they focus on two parts: the court system and standard policing. Often times, the burgeoning corrections system and its several facets are overlooked. With criminal justice organizations striving to stay alive, what areas do you think are more important, require more resources, or are over funded and why?

## **Week # 4:**

### **Reading**

Chapter 7 and 8 of the textbook

### **Assignments**

#### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2 and 3 in Chapter 7 of the textbook and Critical Thinking Questions 1, 2 and 3 in Chapter 8 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 4.

Chapter 7 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: The capability of officers to have up to and including the use of deadly force has been a very controversial topic. There are several notable incidents where the use of force has been abused by officers. Do you feel that in some instances, officers should be allowed the right to utilize deadly force in their job capacity? Is it constitutional to allow an officer to play the role of judge, jury, and executioner? Or, do law enforcement officers have too much power at their disposal?

Chapter 8 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: In the United States, our courts at both the state and federal level have an appeal system. Many times, the appeal system is extremely costly and time consuming. Should this provision be terminated to trim the so called "fat" of our justice system? Should individuals found guilty in a court of law be set free due to an error during the criminal trial and never serve their sentence? Or, is freedom too great to risk a false imprisonment? Explain.

Midterm Exam: Will consist of 50 Multiple Choice questions (Will cover Chapters 1-7 of the textbook)

## **Week # 5**

### **Reading**

Chapter 9 and 10 of the textbook

### **Assignments**

Critical Thinking Questions

Answer Critical Thinking Questions 1, 2 and 3 in Chapter 9 of the textbook and Critical Thinking Questions 1, 2 and 3 in Chapter 10 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 5.

Chapter 9 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: With the oversaturation of media attention on high profile cases, is it possible, even with a change of venue, for a criminal defendant to be tried by an impartial panel of their peers? If not, are we really upholding the rights afforded to citizens by the sixth amendment of the U.S. Constitution? Do you think big media outlets such as Fox News can influence the outcome of a trial?

Chapter 10 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Incapacitation is a sentencing goal aimed at eliminating the possibility of criminal committing a new offense. Prisons can be a dangerous place in which to work or live. There are known risks of rape, assault, and murder. Additionally, alcohol and narcotics are known to be smuggled in and utilized by inmates. Inmates in penitentiaries also typically learn how to become better criminals during their incarceration period. Is incapacitation really a viable option to eliminate the occurrence of new offenses? Does it serve as a viable rehabilitative measure for inmates upon their release to avoid recidivism?

## **Week # 6:**

### **Reading**

Chapter 11 and 12 of the textbook

### **Assignments**

#### Critical Thinking Questions

Answer Critical Thinking Questions 2, 3 and 4 in Chapter 11 of the textbook and Critical Thinking Questions 1, 2 and 3 in Chapter 12 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 6.

Chapter 11 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Do probation and parole systems effectively deter criminal activity and assist with the rehabilitation and reintegration processes of inmates being released? Or, do these systems perpetuate the growing recidivism rates due to the limitations set forth within their guidelines?

Chapter 12 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Institutionalization is a growing concern for the criminal justice system. Do prisoners become dependent on a particular way of life requiring scripted schedules and routines? Do people reoffend because they cannot exist without the structure provided within a prison system? If so, how is it that someone can come to accept confinement over freedom? Explain.

## **Week # 7:**

### **Reading**

Chapters 13 and 14 of the textbook

### **Assignments**

#### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2, and 3 in Chapter 13 of the textbook and Critical Thinking Questions 1, 2 and 3 in Chapter 14 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 7.

Chapter 13 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Is the privatization of community corrections programs a benefit for our society? Should we seek to make profit through community corrections programs? Is the growing number of former inmates within our society burdening the criminal justice system financially with non private intermediate sanctions? Explain.

Chapter 14 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: Juvenile justice is a critical part of our criminal justice system. This separate system provides a greater opportunity for youthful offenders to remedy their indiscretions with the law, and not have a record follow them the rest of their lives. Actions such as these can reduce labels being attached to youthful offenders, and potentially allow greater future opportunity in life. Do we shelter youthful offenders too much from consequences that should be afforded to them through their actions? Does this system help to turn lives around and discourage juveniles from reoffending? Explain your answer.

## **Week # 8:**

### **Reading**

Chapter 15 of the textbook

### **Assignments**

#### Critical Thinking Questions

Answer Critical Thinking Questions 1, 2, and 3 in Chapter 15 of the textbook. Save your answers in an .rtf or .doc file, and upload them to the Assignments page of the course under Week 8.

Chapter 15 Discussion Board Post: You are required to post both an initial post and a response post to the topic.

Post # 1: List one concept that you have learned in this course that will stick with you through your future careers in Criminal Justice.

Final Exam: Will consist of 50 multiple choice questions (Will cover chapters 8-15)

#### Research Paper Due on Campus Crime

##### Requirements:

Submit a 4 page paper. Cover a topic of your choice, assuming it falls within the realm of campus crime. Please see the description of the paper in the syllabus above for more details.

The paper must be in Times New Roman, 12 point font and double spaced with 1" margins. Cite at least 3 sources in your paper. Any style of formatting is acceptable, as long as it is consistent. Include a cover page and a works cited page which are separate from your 4 page requirement

The finished paper should be saved as either a .doc or .rtf and uploaded to the Assignments page of the course under Week 8.

## SUPPLEMENTAL INFORMATION

### APA Reference Guide

You may be asked to write a paper in "APA style". If you are not sure what "APA style" means, here are some reference sites

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://apastyle.apa.org/>

Depending on the requirements of your course, you should consider buying a stylebook.

### Accessing Library Databases

Central Methodist University provides several online databases which are available to you for research and reference purposes. Since it is likely that you will not be on the Fayette campus when you access this material, you will need to use your myCMU login and password for access. For more information about how to access these online databases, reference the "Contact Information" section of this document.

### Discussion Forum Tips (adapted from

[http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article\\_4183.htm](http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_4183.htm))

1. Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as 'News', 'Hi' 'Latest work' etc.
2. Remember the human. When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online -it's easy to misinterpret your correspondent's meaning. And it's easy to forget that your correspondent is a person with feelings more or less like your own.
3. Respect other people's time. People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.
4. Know what you're talking about and make sense. Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontation for the sake of confrontation.
5. Help keep flame wars under control. "Flaming" is what people do when they express a strongly held opinion without holding back any emotions. Flames can be lots of fun, both to write and to read. But Netiquette does forbid the perpetuation of flame wars. Series of angry letters, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and it also can get boring very quickly to people who aren't involved in them.
6. Be forgiving of other people's mistakes. When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferable by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.