



# CJF 101.P11

## First Year Seminar for Criminal Justice

### Fall I 2019

**Instructor:** Jill Kehoe, Ph.D., jkehoe@lagcc.cuny.edu, C-459 Office XX  
**Office Hours:**

**Student Success Mentor:**, @lagcc.cuny.edu

**Class Times and Location:**  
**CJF 101.P11A Lecture:** M 1:00-3:15PM / W 1:00-2:00PM C722  
**CJF 101.P11B Studio Hour:** M 3:25-4:25PM C740A

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### **Course Description**

The First Year Seminar CJF101 is required of all new students majoring in Criminal Justice. This section of CJF101 is paired with Public Speaking (HUC106) in a Learning Community entitled "Speaking Out for Social Justice." In the Public Speaking component students will learn the fundamentals of oral rhetoric theory and practice skills in topic selection, research, organization, delivery, and criticism of speeches. In the Criminal Justice component students will learn the fundamentals of the criminal justice system and contemporary challenges to achieving social justice. With complementary syllabi and joint assignments, this Learning Community will seek to improve students' skills in formal public speaking while emphasizing the role of effective communication in exposing miscarriages of justice and enacting social change. In keeping with the College's articulation agreement with John Jay College, CJF101 is a three-credit general education course designed to mirror in content and rigor the First Year Seminar at John Jay.

### **Course Objectives**

1. To develop in students the required academic skills and tools necessary for Criminal Justice majors, including formal writing, grammar, and APA citation
2. To introduce students to the advising process, the CUNY Justice Academy, and co-curricular activities at the college and John Jay
3. To provide students with an overview of the range and realities of careers in criminal justice
4. To provide students with an overview of the American system of criminal justice and its core institutions (police, courts, corrections)
5. To expose students to a special topic in Criminal Justice or Criminology and the impact of race, class, and politics on criminal justice administration at the individual, national, and/or global level
6. To improve students' skills in formal public speaking while emphasizing the role of effective communication in exposing miscarriages of justice and enacting social change

### **Studio Hour**

- The Studio Hour meets in a computer lab and assists each student in mastering the various computer programs used at the college.
- Students work on course assignments in the computer lab with the assistance of the Student Success Mentor (SSM).
- The Studio Hour is an integral part of the course and attendance counts for 20% of your grade.
- All assignments become part of the students' ePortfolio (see below).

## **Student Email**

- All students are given a LaGuardia email account upon registration.
- Student email is the preferred method to contact students to share college-related news and information about advisement, registration, the academic calendar, payment options, weekly updates about campus events, as well as the CUNY Justice Academy and John Jay.

## **Course Materials**

Bauer, S. (2019). American prison: A reporter's undercover journey into the business of punishment. New York, NY: Penguin Books.

## **Participation & Attendance**

- Attendance in class is a requirement and considered in the evaluation of student performance in all courses at LaGuardia.
- Attendance will be taken in the first five minutes of class. If you are not present when your name is called, you will be marked late. One late is ½ an absence.
- *Note:* Absences count from the first day of class even if they are a result of late registration or change of program.

## **GRADING**

Eportfolio	20%
Chapter Summary Presentation	10%
Career Presentation	20%
Hashtag Presentation	30%
Final Assignment	20%
TOTAL	100%

## **ePortfolio: Why it's 20% of your final grade**

- Each LaGuardia student creates an individual ePortfolio, a digital tool that enables students to collect and store their academic work; to select their best work to show case and to reflect on their learning over time.
- ePortfolios serve as an important component of the overall curriculum at LaGuardia Community College. Students begin the staged process of building their ePortfolios during their first semesters at the College, and continuously reflect and refine their presentation as they progress.
- At each stage, students add more work and connect their learning to understand the process of growth and improvement.
- Because the student work collected in ePortfolios helps LaGuardia faculty assess and improve the College's academic programs, students are required to deposit work into their ePortfolios at designated points in every curriculum.

## **Presentations**

#1: “American Prison” chapter summary

Each student will make a 2-3 minute oral presentation summarizing an assigned chapter of the course text “American Prison.”

#2: Criminal justice career presentation

Make a 5 minute oral presentation using PowerPoint on the criminal justice career assigned to you. Include data on the employment outlook in New York and nationally, starting salary, educational requirements, what about the occupation appeals to you, at least two of the practical and ethical challenges of the job, personal strengths/weaknesses that will help/hinder your job performance, and any misconceptions portrayed by the media. With guidance from a Student Success Mentor, deposit the two artifacts (the PowerPoint presentation and a video clip of the class presentation) into your ePortfolio during the lab hour.

\*This project addresses the Integrative Learning/Oral & Digital competency.

#3: Create a hashtag project

Will include:

- 1) A digital/visual presentation of an original hashtag addressing the issue of mass incarceration
- 2) A 2-3 minute persuasive speech on the importance of the issue

\*Presentations will be considered for submission to the NEH/LaGuardia student exhibit on mass incarceration

## **Final Assignment**

Topic TBD

\*The final assignment will address the Global Learning/Written competency.