

084

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/16/2013 New course Temporary course Drop service course
(effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
- Increase credit (former credit _____)
- Number (former number _____)
- Crosslisting (between WSU departments)
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
- Other (please list request) _____

CrmJ 510 Leadership in Criminal Justice
course prefix course no. title

3	3	0	0	
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Study of leadership models and theories as they apply to criminal justice institutions.

Instructor: Brody, David Phone number: (509) 358-7952 Email: Brody@wsu.edu
Contact: Mareinin, Otwin Phone number: (509) 335-8428 Email: otwin@wsu.edu
Campus Zip Code: 4872

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

[Signature] 7/12/12 Carol Jony 9-18-12
 Chair/date Dean/date General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Note - Prof. advised there is no D- in the grading scale & will change future syllabi accordingly. Al. (replaced)

LEADERSHIP IN CRIMINAL JUSTICE

CRIMINAL JUSTICE 510

SPRING 2012

David C. Brody
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Spokane SAC 403C
335-4075 or 358-7952
brody@wsu.edu
Office Hours: By appointment

COURSE DESCRIPTION:

This course provides an overview of leadership and ethics in the criminal justice system in the United States. You will gain an understanding of the issues facing leaders and will explore ways to develop not only yourself as a leader, but those you work with as well.

COURSE LEARNING OUTCOMES:

1. Accurately understand leadership and your role in the system
2. Identify personal and professional growth opportunities
3. Demonstrate an understanding of Emotional Intelligence and how it plays a role in leadership.
4. Identify personal assets and liabilities as they relay to supervision
5. Demonstrate an understanding of the ethical dilemmas facing leaders in the criminal justice field

Instructional Materials

Geisel, Theodor Seuss. (1954) Horton hears a Who.

Goleman, D. (2002) Primal Leadership, Realizing the Power of Emotional Intelligence.

Maxwell, J. (1997) Becoming a Person of Influence.

Course Requirements

Discussion Posts	27 @ 10 pts. each	270 points (31%)
Post Responses	33 @ 5 pts. each	165 points (29%)
Papers	6 @ 75 pts. Each	450 points (51%)
TOTAL		885 points

Course Grading Scale

Your final course grade will be based upon the total of weighted scores earned across all course requirements. The following grading scheme, based on percent of points earned on each component will determine your course grade:

93 – 100 = A	83 – 86.99 = B	73 – 76.99 = C	63 – 66.99 = D
90 – 92.99 = A-	80 – 82.99 = B-	70 – 72.99 = C-	60 – 62.99 = D-
87 – 89.99 = B+	77 – 79.99 = C+	67 – 69.99 = D+	0 – 59.99 = F

Course Schedule

Week One:

Post and Introduction of yourself
Respond to at least **Two** of your colleagues introductions

Week Two: Read Chapter One and Two of Primal Leadership

Post: (Two separate postings this week)

1. Describe a leader you know or have worked for who is a resonant leader. What was your experience?
2. Describe a leader you know or have worked for who is a dissonant leader. What was your experience?

Respond: Respond to at least **Two** of your colleagues Postings per question.

Week Three: Read Chapter Three of Primal Leadership

Post: (Two separate postings this week)

1. Give an example of a time you moved forward on a decision even though it did not “feel” right. What was the outcome?
2. Can you pinpoint a time when you should have listened to your “gut” but did not? What was the pivotal moment and why did you ignore the feeling? What was the final outcome?

Respond: Respond to at least **Two** of your colleagues Postings per question.

Week Four: Read Chapter Four of Primal Leadership

Post: (Three separate postings this week)

1. Which type of leadership approach “feels” the most comfortable for you? Why?
2. Which style would you like to become more accustomed to? Why?

3. Give an example for **each** of the **4** approaches (Visionary, Coaching, Affiliative, Democratic) of a situation where you have seen a leader, or you yourself have these approaches to a positive conclusion.

Respond: Respond to at least **ONE** of your colleagues Postings per question.

Week Five: Read Chapter Five of Primal Leadership

Post: (7 separate postings this week)

1. Give an example of when pacesetting would be appropriate.
2. Give an example of when pacesetting would be damaging.
3. A leader with a huge ego was what EI weakness and why is this a concern?
4. What do you consider your strongest EI ability?
5. What do you consider your strongest EI weakness?
6. Have a conversation with a co-worker, what did he/she identify as your strongest EI ability? Were you surprised by the answer?
7. Have a conversation with a co-worker, what did he/she identify as your weakest EI ability? Were you surprised by the answer?

Respond: Respond to at least **FOUR** of your colleagues Postings (Choose a different question for all four).

Week Six and Seven: Read Chapters Six, Seven, and Eight of Primal Leadership

Paper: Take a hard look at yourself and think about what it would take for you to be a GREAT leader. What are your current strengths? Where do you think improvement is necessary? What steps can you take to improve in those areas? How does the difference between your ideal self and reality play a role in the areas you have identified to improve upon?

Posting: Take yourself through the Five Discoveries and explain. This can be done with words, chart, diagram or other means. Be creative

Respond: Respond to at least **FOUR** of your colleagues Postings

Week Eight: Read Chapter One of Becoming a Person of Influence

Look at the following questions and seriously analyze yourself, **post** your thoughts regarding these questions:

1. How well do I treat people from whom I have nothing to gain?
2. Am I the same person when I am in the spotlight as I am when I am alone?
3. Do I put other people ahead of my personal agenda

4. Do I make difficult decisions, even where there is a personal cost attached to them?

Do the little things this week to monitor your character habits and note the following. **Post** what you discovered and how this changes your perspective, if it does.

1. When did you not tell the whole truth?
2. Did you neglect to fulfill a commitment, whether implied or promised.
3. Did you leave an assignment incomplete?
4. Did you talk about something you might have been expected to keep quiet?

Respond: Respond to at least **ONE** of your colleagues' Postings per question.

Week Nine: Read Chapter Two of Becoming a Person of Influence

Paper: Write a **THREE TO FIVE** page paper on the following: Identify one person in your personal or professional life to which you will give encouragement (nurturing) to and create a plan for what you will do within the next 30 days and why. Be sure to also explain why you chose this particular person and why those particular steps.

Week Ten: Read Chapter Three and Four of Becoming a Person of Influence

Have someone who knows you well; use the following questions to evaluate your listening skills. Ask him/her to explain all no answers. Do not interrupt or defend yourself during this process.

1. Do I usually look at the speaker while he/she is talking?
2. Do I wait for the person to finish speaking before I respond?
3. Do I make understanding my goal?
4. Am I usually sensitive to speakers' immediate needs?
5. Do I make it a practice to check my emotions?
6. Do I regularly suspend my judgment until I get the whole story?
7. Am I in the practice of summing up what the speaker says at major intervals?
8. Do I ask for clarification when needed?
9. Do I communicate to others that listening is a priority?

Post: (2 separate postings this week)

1. Based on the answers received, list three ways that you will improve your listening skills.
2. Also **post** a discussion on whether these responses you received surprised you or not and why.

Respond: Respond to at least **ONE** of your colleagues' Postings per question.

Week Eleven: Read Chapter Five and Six of Becoming a Person of Influence

Whom will you enlarge?

Paper: Choose a person who fits the description on page 126-127. Develop a strategy as described on page 136. You are expected to write a **three** page paper describing the person you chose, why that person and outlining your strategy.

Post: Describe the most influential enlarger (mentor) in your life to date and explain their impact on you.

Respond: Respond to at least **FOUR** of your colleagues Postings

Week Twelve: Read Chapter Seven of Becoming a Person of Influence

To be a good navigator, you must also understand yourself.

Paper: In a **three** page paper explore the following topics:

What are you passionate about?

What touches your heart?

What are your dreams?

Does your life now, encourage these things? If not, what course could you take to bring things more in line? If yes, what got you here?

Week Thirteen and Fourteen: Read Chapter Eight, nine, and Ten of Becoming a Person of Influence

Over the last several weeks we have discussed and discovered much about what it takes to be a good leader. Ethical behavior was implied in every reading and assignment that you have had.

Final Paper 1 of 2:

In a **FIVE** page paper, consider the topics discussed, the field of criminal justice, and the role of leader in the criminal justice arena. Share your thoughts on some of the challenges facing leaders in criminal justice, their ethical considerations and end with insight into how you will implement this learning in your own life and career.

Week Fifteen: Read Horton Hears a Who

While yes, this is a children's book it is much more than that. As you read Horton Hears a Who, I want you to think about this book from a leader perspective, a criminal justice perspective and an ethical perspective. Think about the other readings and assignments in this class and pull it all together with **Final Paper 2 of 2:** This paper should be **SEVEN** pages in length and show your overall understanding of all materials covered and also explain your personal and professional growth throughout this class.

Plagiarism and Academic Dishonesty: Plagiarism is the use of someone else's words or ideas without giving credit to the source. This includes not only copying someone else's work and presenting it as your own, but also failing to cite your sources, including Internet sites. The WSU Statement on Academic Integrity (which includes plagiarism) reads:

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls

in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

Responses to plagiarism in this course will be as follows:

- For a first offense, any assignment plagiarized will receive an "F" (0 points) and the matter referred to the Criminal Justice Director and the Office of Student Affairs. Students *will not be allowed to rewrite or resubmit a plagiarized assignment.*
- For a second offense, the student will receive an "F" in the course with repeat referrals.

For clarification on what constitutes plagiarism, refer to the following web sites:

<http://owl.english.purdue.edu/owl/resource/589/1/> or www.wsulibs.wsu.edu/plagiarism/main.html

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

If you have questions, please contact Rosie Pavlov at pavlovr@wsu.edu or 335-3417. Additional information is available on the DRC website is www.drc.wsu.edu.

Campus Safety Plan: The WSU (Pullman) campus Safety Plan can be found at <http://safetyplan.wsu.edu>. A listing of university policies and information related to campus safety, emergency management and the health and welfare of the campus community can be found at <http://oem.wsu.edu/emergencies>.

CRMJ 510

Corrected Grading Scale and Disability Statement

Your final course grade will be based upon the total of weighted scores earned across all course requirements. The following grading scheme, based on percent of points earned on each component will determine your course grade:

94 – 100 = A	84 – 86 = B	74 – 76 = C	60 – 66 = D
90 – 93 = A-	80 – 83 = B-	70 – 73 = C-	0 – 59 = F
87 – 89 = B+	77 – 79 = C+	67 – 69 = D+	

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

