

**Proseminar in Criminology and Criminal Justice**  
CCJ 5050, Wednesday 11:00 a.m.

Professor: Carter Hay  
Office: Eppes Hall 307  
E-Mail: [chay@fsu.edu](mailto:chay@fsu.edu)

**Course overview and objectives**

The course has two key objectives. The first is to introduce students to the College's faculty members and their research interests and activities. The second is to provide students training in areas central to success in the program. As part of this, the course will cover big-picture issues related to career planning and time management, skills for performing well in classes, and strategies for navigating the program in a successful and timely manner. Also, substantial attention will be devoted to mastering the principles of effective social scientific writing.

This class will be most beneficial to students who are in their first year in the College at either the M.A. or Ph.D. level.

**Course format**

This is a FLEX course that enables you to attend in-person or through Zoom. I believe that the best course experience will be in-person, especially given the discussion-oriented nature of this course, and I'll be teaching in-person from our classroom (Eppes 0215) for each class visit. (As of now, we have roughly 20 students for a room that can seat up to 35.) However, you have the choice of attending through Zoom for any week in which you would like, with this obviously including days in which you don't feel well or may have had Covid exposure.

**Reading material**

Most of the reading for this course will come from PDFs that are made available on the course website or accessed through normal computer searches. There also is one required book that is available at the FSU Bookstore or online book sites:

Dreyer, Benjamin. 2019. *Dreyer's English: An utterly correct guide to clarity and style*. New York: Random House (ISBN: 0812995708) [35349]

**The organization of course meetings**

Our typical class meeting will have two parts. First, we will have a roughly 30-45 minute visit from a College faculty member. This faculty member will have selected one of their articles or chapters that will be a part of the discussion. All students will read the faculty member's CV and the article/chapter and be prepared to discuss it and ask questions. Additionally, for each faculty visit, we will have 2-3 student discussion leaders. The discussion will resemble an interview—leaders will come prepared with questions to get a discussion started about such things as what initially drew the faculty member to this area of research, how this work fits within their broader research agenda, and what unique challenges emerged in doing this work.

After this visit, we will take a short break, and the rest of class will consist of a training session/workshop on the skills, strategies, and habits that will contribute to your success in the program and to your overall professional development.

### **Course requirements and grades**

This course will have a total of 100 possible points that span five different types of assignments.

1. Article summaries (20 points). For each visit from a faculty member, you will read one of their articles/scholarly works. As part of this, you should take notes over what you read (we will discuss an approach to taking notes), and these notes will be turned in on the day of that visit. Your notes will receive a score of 2.00 for excellent, 1.00 for fair, or 0.00 for less than fair. These are submitted electronically through Canvas prior to each class meeting. (More details coming on that).
2. "Take away" notes/ideas (10 points). These are for any reading assignment that is **not** a faculty member article/chapter being read for that faculty member's visit. For each reading assignment, you will take at least 1 page of notes in which you describe the overall main points or ideas that you take from that assignment, along with three bulletpointed issues or questions to raise in our class meeting. The exact content of your notes—the themes and ideas that you emphasize—are absolutely open to your discretion and should reflect your interests and experiences. This must be submitted electronically through Canvas prior to each class meeting. (More details coming on that).
3. Attendance/participation (10 points). Each student is expected to attend class, read the assigned material, and contribute to class discussion. Students can earn up to 10 points on the basis of making frequent contributions to the class discussion that reflect an engagement of the course material, including the reading material.
4. Faculty visits (20 points). Each student will serve as a discussion leader for one faculty visit during the semester. Your job will be to come prepared with detailed knowledge of that week's reading assignment that allows you to keep an informed dialogue going in which the faculty member can discuss the big-picture basics or finer nuances of this work.

5. Writing assignments (30 points). You will have three different writing assignments over the course of the semester in which you will implement the strategies for successful writing that we discuss. Each will be worth 10 points. Both assignments will be discussed in detail at least two weeks prior to being due.

6. Elements of Style/Dreyer's English presentation (10 points). As part of our emphasis on effective writing, each of you will be asked to provide a short presentation on tips for effective writing that are found in Benjamin Dreyer's *Dreyer's English*. We will discuss this in more detail as we approach that part of the schedule.

### Course policies

1. Changes in the reading, schedule, or any other part of the course may occasionally be made. It is each student's responsibility to stay involved in the course and remain informed of any changes.
2. In any online discussions, be sure to communicate in ways that show respect to other students and viewpoints.
3. It is my expectation that all assignments will be turned in on time, and I do not anticipate accepting any late assignments. I therefore recommend that you stay on top of your assignments and avoid the practice of cramming right before a deadline. It is recognized, however, that in a very small number of instances, unavoidable emergencies occur that may warrant accepting a late assignment. Under such circumstances, you need to contact me as soon as possible to discuss your situation.
4. **University Attendance Policy:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
5. **Academic Honor Policy:** The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)
6. **Academic Success:** Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers,

computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

7. **Americans with Disabilities Act:** Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

*To receive academic accommodations, a student:*

(1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>

8. **Confidential Campus Resources:** Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program  
University Center A, Rm. 4100  
(850) 644-7161

Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services  
Askew Student Life Center, 2nd floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

University Health Services  
Health and Wellness Center  
(850) 644-6230  
<https://uhs.fsu.edu/>

9. **COVID statement from the University and College:** We expect everyone to wear a face covering or mask at all times when inside any FSU facility, even if you are vaccinated. This includes all of our students, faculty, staff, vendors and visitors. Recent studies and guidance from the CDC state that both unvaccinated and vaccinated individuals can transmit the current COVID-19 variant to unvaccinated persons. We expect you to help mitigate the spread by wearing a mask.

We expect everyone to be vaccinated against COVID-19, even if you've had COVID-19 in the past. If possible, aim to be fully vaccinated, but if unable, strive to have at least one shot of Pfizer or Moderna vaccine no later than August 22. Please visit [vaccine.fsu.edu](https://vaccine.fsu.edu) for walk-in clinic dates and hours at the Tucker Center in Tallahassee or [vaccines.gov](https://vaccines.gov) to locate a COVID-19 vaccine provider near you.

We expect you to stay home when sick, self-quarantine and get tested for COVID-19 no sooner than 24 hours after your symptoms begin. You can test for no cost at the Tucker Center. Schedule your test at [uhs.fsu.edu/coronavirus/testing](https://uhs.fsu.edu/coronavirus/testing).

And finally, we expect you to continue to practice good hygiene habits such as washing your hands frequently.

[see below for the schedule]

## SCHEDULE

### August 25

Discussing the course and syllabus

### September 1

Note-taking and preparing for the faculty visits

### September 8

Faculty visit (practice session): Carter Hay

Professional development: Career planning

Reading:

- Faculty article: Hay, Carter, Alex Widdowson, and Brae Campion Young. 2018. "Self-control stability and change for incarcerated juvenile offenders." *Journal of Criminal Justice*.

### September 15

Faculty visit: Dr. Tom Blomberg

Professional development: Improving performance/time management

Reading:

- Faculty article: TBD
- 7 habits of highly successful people (briefly summarized):  
<https://www.stephencovey.com/7habits/7habits.php>
- Two different time management techniques:
  - Excerpt from David Allen's *Getting Things Done: The Art of Stress Free Productivity*.
  - "The pomodoro technique: Is it right for you?"  
<http://www.lifehack.org/articles/productivity/the-pomodoro-technique-is-it-right-for-you.html>

### September 22

Faculty visit: Dr. Ben Fisher

Professional development: Time management (continued)

Reading:

- Faculty article: Fisher, B. W., Higgins, E. M., Kupchik, A., Viano, S., Curran, F. C., Overstreet, S., Plumlee, B., & Coffey, B. (2020). Protecting the flock or policing the sheep? Differences in school resource officers' perceptions of threats by school racial composition. *Social Problems*. Advance online publication. doi: 10.1093/socpro/spaa062
- Tracy, Brian. 2007. *Eat That Frog! 21 great ways to stop procrastinating and get more done in less time*.

### September 29

Faculty visit: Dr. Emma Fridel

Professional development: Doing well in classes/*The Elements of Style* and *Dreyer's English*

Reading:

- Faculty article: TBD
- Cullen, Francis T., and Brenda Vose. 2014. "How to be a successful graduate student." *Journal of Contemporary Criminal Justice* 30:362-377.
- Strunk and White. 2000. Introduction (pp. xiii-xviii), but then browse the first 2 chapters, looking for rules that stick out to you.

\*\*\*Writing assignment #1 submitted electronically by 5:00 p.m.

## **October 6**

Faculty visit: Jillian Turanovic

Professional development: *Dreyer's English*/library research/being a productive writer

Reading:

- Turanovic, J. J., Rodriguez, N., & Pratt, T. C. (2012). The collateral consequences of incarceration revisited: A qualitative analysis of the effects on caregivers of children of incarcerated parents. *Criminology*, 50(4), 913-959
- *Dreyer's English*: Introduction and Chapters 1-3.
- Pp. 11-28 from *How to Write a Lot* by Paul Silvia.

## **October 13**

Faculty visit: Dr. Sylwia Piatkowska

Professional development: Writing good sentences

Reading:

- Faculty article: Piatkowksa and Hovermann. 2019. "A culture of hostility and crime motivated by bias: A cross-national multi-level analysis of structural influences." *International Criminal Justice Review* 29: 141-167.
- *Dreyer's English*: Chapters 6, 9, and 10
- Writing Handout: "Sentence Patterns" and "Fragments and Run-ons"

## **October 20**

Faculty visit: Dr. Cecilia Chouhy

Professional development: Writing good paragraphs/transitions

Reading:

- Faculty article: Chouhy, C., and J. D. Unnever. 2020. "Is Collective Efficacy a Theory of Offending? Unraveling the Relationship between Individual- Level Perceptions of Collective Efficacy and Youth Offending." *Justice Quarterly* Advanced Online Publication.
- Writing Handout: "Paragraph Development" and "Transitions"
- *Dreyer's English*: Chapters 12 and 13.

## **October 27**

Faculty visit: Dr. Brendan Lantz

Professional Development: Organizing the sections of a paper/writing a good introduction

Reading:

- Faculty article: Lantz, B., M.R. Wenger, & C.J. Craig. (2021). "What if They Were White? The Differential Arrest Consequences of Victim Characteristics for Black and White Co-offenders" Forthcoming at *Social Problems*.
- Short reading assignment on introduction sections TBD—more on that later

### **November 3**

Faculty visit: None

Professional development: Searching the literature and writing literature reviews

Reading:

- Denney and Tewksbury. (2013). "How to write a literature review." *Journal of Criminal Justice Education*, 24, 218-23.
- Example lit reviews—more on that later

\*\*\*Writing assignment #2 submitted by 5:00 p.m. on Friday of this week (Nov 6)

### **November 10**

Faculty visit: Dr. Kim Davidson

Staff visit: Katie Dean Moore on internships and employment (tentative)

Professional development: Grammar and punctuation

Reading:

- Faculty article: Davidson, Kimberly M., & Jacob T.N. Young. 2019. "Treatment Engagement in a Prison- Based Therapeutic Community: A Mixed-Methods Approach." *Journal of Substance Abuse Treatment* 103: 33-42.
- Writing Handout: "Commas" and "Semi-colons, colons, and dashes"
- Writing Handout: "Plagiarism"

### **December 1**

Faculty visit: Dr. Sonja Siennick

Professional development: Revising/editing/proofreading

Reading:

- Faculty article: Siennick, Sonja E., and Alex O. Widdowson. Forthcoming. Juvenile arrest and later economic attainment: Strength and mechanisms of the relationship. *Journal of Quantitative Criminology*
- Writing Handout: "Revising drafts" and "Proofreading and editing"

### **December 6**

\*\*\*Writing assignment #3 submitted electronically by 5:00 p.m.