Experiential Learning & Professional Development
for Careers in Criminal Justice

UGR 277.98 ASYNCHRONOUS LEARNING Fa'23

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Concept

This class will immerse students in enriching and interactive learning experiences designed to broaden exposure to professional development methodologies such as goal setting, action planning, resume writing, interviewing skills, leadership development, personal and professional branding, and public speaking. This series taught virtually will allow students to leverage technology as a means of building community and connectivity in the current time. A particular emphasis will be devoted to building resilience and maintaining self-care.

Students will use these professional foundations to participate in on-line activities and assignments, which foster the practical application of professional development, critical thinking, inquiry, and adaptive learning. Students will be encouraged to explore social issues related to criminal justice through stakeholder perspectives of those involved in criminal justice policy and programs, specifically in the pretrial service arena serving marginalized communities, and those with justice involvement. Students will have the opportunity to learn about and understand social justice issues and criminal justice policy and practices. They will also use this as a springboard to explore civic engagement and civic impact.

The experiential learning component encompasses guided assignments in which students will be required to independently explore areas of criminal justice reform, pretrial justice, re-entry, and advocacy, as well as other areas of social justice to understand the impact on organizations and their work. The students will look for societal issues emerging in NYC such as poverty, race, gender, socio-economic standing, education, public health, access to resources and institutional policies that create additional barriers for justice involved individuals and the organizations that serve them. This work will culminate in a semester project where students will submit a media project documenting their observations and data gathering through the lens of procedural justice in the NYC Criminal Courts.

Objective

The objective is to give students exposure to the impactful work of pretrial services from the lens of criminal justice reform and civic engagement. Students will have the opportunity to learn best practices for career success, new working paradigms resulting from the reliance on virtual technology. Students will apply new skills and tools to complete structured, self-directed project-based assignments using thoughtful inquiry, critical thinking, adaptive learning, and the application of technology.

Learning Methodologies

Mindfulness & Self Care
Group & Paired Discussion
Worksheets & Writing Exercises
Stakeholder Identification and
Perspectives
Journaling & Reflection
Reading & Summarizing
Use of Web Based Tools

Course Outline

Course Assignments/Activities will generally include:

1) Weekly assigned readings or video clips which are accompanied by weekly journal entries for professional development.
2) Weekly assignments on Societal Problems related to criminal justice and the intersection of racial and social justice issues.
3) Professional Career Exploration.
4) Career Development Focused work and exercises.
5) Opportunities to participate in events with guest speakers.

Assignments are subject to change at the instructor's discretion.

HOW TO COMPLETE WRITTEN ASSIGNMENTS

This class allows for a more informal style of writing since you are being asked to reflect on and apply concepts and experiences to contemporary issues in society and express your understanding of key concepts. We call these journal entries.

The informal writing style does not mean you are allowed to use slang, profanity, or ignore the basics of grammar, spelling and proper sentence structure. It means that you are allowed to offer a point of view or opinion on the materials and are expected to draw upon what you are learning to formulate the basis for your positions as well as your experiences. You are still required to cite all sources used. When using on-line resources, it is sufficient to include the URL in your writing or as a footnote.

Journal Entry Instructions

Journaling is a Journey...Enjoy it!

HOW TO JOURNAL
Please be sure to answer each question carefully, creating a balance between clarity, specificity, and brevity. Make your entries thoughtful and thought provoking.

While there are individual questions for each week, remember that the journal entries are to be written in essay format. Therefore, your journal entry should be well structured and well written.

Why do we call the assignments journal entries? Because they are written in an informal voice, and you are often asked to be reflective in your writings. Please do not use slang.

TIPS
A little creativity, character and consciousness can go a long way.

- Consider that your journal entries should give the reader a glimpse of who you are. Let show what you think, believe and value. Back up your opinions with critical examples from your readings, or other sources.
- Vary your sentence structure to create a smooth flowing read. Try not to start every sentence with "I".
- CHECK YOUR SPELLING & GRAMMAR

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There are no page minimums or maximums for these assignments, but you must ensure that you have provided sufficient response and elaboration for each required question or component. I suggest you keep your journal entries to 1- 1.5 pages. This is not an exercise in filling pages, it's designed to help you build better, more concise, and more focused writing skills.

ASSIGNMENTS AND GRADING

All coursework and assignments will be posted in the google classroom.

All assignments turned in on time will be graded and returned generally within 2 weeks of submission. Extensions will only be given within reason and with proper notice from the student. Some assignments are interconnected, and the grades will be issued when both assignments have been completed.

Any student having difficulty with the course materials and assignments is encouraged to contact me to schedule an appointment during a mutually agreeable time.

Grading

There are graded assignments/ quizzes, which include journal entries, exercises based on field specific study or professional development work. Each assignment is worth 5-10 points, and the semester project is worth 20 pts. The Quiz is to gauge your understanding of the material and is worth 10 points.

Week 1 **08/31/23** **Introduction**

Optional Meet & Greet Class Check-In via Zoom. Discussion of Syllabus, Course Expectations, and Activities (All Information Available in Google Classroom)

Assignment: **Due 9/7/23 Post in Google Classroom (Un-Graded)**

Review the Introduction to Experiential Learning PowerPoint

Required/Ungraded Assignment: Briefly describe in1 paragraph.

1- Your highest hope for this semester?
2-What opportunities are you looking forward to through this class?
3-What do you need to thrive in a learning environment?

Week 2 **09/07/23** **Goal Setting**

1. SMART Goals readings
   https://www.psychologytoday.com/blog/think-act-be/201611/3-ways-craft-compelling-goals

2. https://www.quantumworkplace.com/podcast/how-to-make-your-smart-goals-even-smarter

3. SMART Goals video
   https://www.youtube.com/watch?v=1-SvuFIQjK8

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Assignment: **Due 9/14/23– Post in Google Classroom (5 pts.)**

Discuss the following in your journal entry:

1. Pick one goal. It can be academic, professional, or personal. Why is this goal important? What are the benefits of achieving this goal? Reflect on your answers to the first assignment for support.
2. Now with that goal in mind, transfer this information to the **GOAL GENERATOR WORKSHEET (You must upload the generator to google classroom as a word doc, google doc, pdf or image.**
3. You must write your goal statement using the SMART GOAL Model. If you don't get it right the first time, you'll be given one (1) opportunity to revise before being given a grade. See the ppt to support your ability to write a full statement.

As you think about your goals, verify that they are "SMART"

- **Specific**: What exactly will you accomplish?
- **Measurable**: How will you know when you have reached this goal?
- **Achievable**: Is achieving this goal realistic with effort and commitment? What are the barriers to achieving these goals? Have you got the resources to achieve this goal? If not, how will you get them?
- **Relevant**: Why is this goal significant to your life?
- **Timely**: When will you achieve this goal? When will you measure your progress/milestones?

Week 3: **9/14/23** Understanding Systems of Trust & Procedural Justice

Reading:
Three Systems of Trust: If Trust is the Glue (Article attached)

Procedural Justice (video)
https://www.youtube.com/watch?reload=9&v=i8OgypRCEqY

https://www.youtube.com/watch?v=OeRyOJwNZrM&pbjreload=101

A Judge's Perspective on Procedural Justice

https://www.youtube.com/watch?v=EM5JZXvkWtE

Assignment **Due: 9/21/23 Post in Google Classroom (10 Pts.)**

1- Consider the 3 systems of trust and provide an example of each that may be present in our societal structures or institutions, (social/cultural, economic, political, justice, educational, racial).

2- In your examples fully explain how the system of trust may impact the stakeholders (parties involved) and how the use of procedural justice can support better outcomes

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Note: supplemental materials are provided to help you understand what is meant by societal structure and issues and stakeholders. Please review these materials before answering the questions so that you can provide well-informed responses.

Week 4: **09/21/23** Personal Branding

Elevator Pitches & Professional Profiles
Sample Elevator Pitch (Video)
http://mcb.unco.edu/students/networking-night/examples-MCB-Pitch-Contest.aspx
https://www.youtube.com/watch?v=BRqkxz2OCd0

Linked-In
https://www.youtube.com/watch?v=O6U9OGpvV78

https://university.linkedin.com/content/dam/university/global/en_US/site/pdf/LinkedIn%20Profile%20Checklist%20-%20College%20Students.pdf

ASSIGNMENT: **Due 09/28/23 Post in Google Classroom (10 Pts)**

1- Create and Share your **video** elevator pitch. 30 – 45 seconds in length. Remember your pitch should answer these questions: Who Am I? What are my Goals, Values, Motivations or Passions? What Do I Do or What Can I Do? How Do I Do It? Why Is It Important (the impact or change you plan to bring about)?

2- Set-up your free LinkedIn Profile - Complete the **About Me section with your profile: HEADLINE, SUMMARY, YOUR CURRENT EXPERIENCE, ORGANIZATIONS & ACTIVITIES, VOLUNTEER/CAUSES. You must load a headshot.**

3. Complete information and post your LinkedIn URL in the assignment tab of Google Classroom along with your elevator pitch.

Week 5: **09/28/23** Understanding Civic Engagement

Equitable & Inclusive Civic Engagement:
https://kirwaninstitute.osu.edu/sites/default/files/2016-05//ki-civic-engagement.pdf

Note: This particular writing is a tool for groups seeking to take on civic engagement, so it includes concepts as well as tools. Please do not be put off by the length of the reading. It's large print and contains graphics. It is a critical foundation for your project.

Exploring Civic Mentorship: Interviews and Interest

https://archive.nytimes.com/www.nytimes.com/ref/college/collegespecial9/adp-essaywallis.html

Assignment: Due 10/05 Post in Google Classroom (5pts.)
1- Conducting your own exploration and research, identify a cause, social need or justice issue that was changed by civic engagement.
2- Describe the stakeholders and the benefits or risks associated with the change that was brought about.

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Week 6: **10/5/23 -** Understanding Leadership & Social Change

7 C's of Leadership and Social Change (Link & Document in Google Classroom Drive)

New Social Change (video)

https://www.politico.com/news/2020/07/17/black-lives-matter-social-racial-justice-368436

Opportunities for Leadership & Change (Article)
https://nonprofitquarterly.org/movement-building-opportunities-for-change-perspectives-on-criminal-justice-reform-today/

Assignment: Due: 10/12/23 Upload to Google Classroom (10 Pts)

1- Consider the 7Cs of Leadership Change and select one area in each category: Individual, Group, or Community and describe how these concepts may be critical to change in our societal structures or institutions (social/cultural, economic, political, justice, educational, racial). Use the video or article for examples of the individual, group and community models.
2- In your examples fully identify possible stakeholders (parties involved) and their role/experiences/outcomes in affecting change.

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Week 7 **10/12/23** Introduction to Pretrial Services

Critical Terms (Highlighted terms only– See Google Classroom)
https://www.dropbox.com/s/fgtqehfan2h0vvg/glossary%20of%20terms%20-%20pji%202015.pdf?dl=0

Introduction to Pretrial Services & Procedural Justice
Pretrial Organizational Structure(Chap. 1-2 only)

Inside Arraignments
https://www.shalleyandmurray.com/new-york-city-arraignment-process/

Supplemental Information Attached: Progressive Movement in Criminal Justice, Intro to CJA Pretrial Services

Assignment: **Due: 10/19/23 Post in Google Classroom (10 Pts.)**

1- Name 3 major focuses of pretrial services and the difference between court-based services vs. a probation or correctional based model?
2- What is the purpose of Supervised Release in Pretrial Services?
3- Briefly describe the arraignment process in your own words
4- What is the work of the NYC Criminal Justice Agency www.nycja.org

Week 8: **10/19 /23** Understanding the Bail Reform Debate

The Facts from the Brennan Center
https://www.brennancenter.org/our-work/research-reports/facts-bail-reform-and-crime-rates-new-york-state#:~:text=The%20law%20aimed%20to%20reduce,bail%20reforms%20from%20the%20start.

Why So Controversial?
https://www.thecity.nyc/2022/2/21/22944871/new-york-bail-reform-controversy-eric-adams

Keeping Us Safe
https://trinitywallstreet.org/stories-news/keeping-us-safe-facts-bail-reform?gclid=Cj0KCQjw166aBhDEARIsAMEyZh7WDiVHw2SEtOGfK7L5nSTygW-mmgXm0B7Is03aTemz3kioCtyRZNIaAvrdEALw_wcB

Understanding Changes Through Data
https://www.nycja.org/publications/data-collection-and-reporting-in-the-era-of-bail-reform

Closing Rikers: Smaller, Safer, Fairer
https://rikers.cityofnewyork.us/

https://www.cityandstateny.com/opinion/2023/07/opinion-closing-rikers-joke-decade/388949/

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Assignment: **Due 10/26 - Post to Google Classroom (15 pts)**

Post to Google Classroom

1- Briefly explain the intended purpose of the Bail Reform Law passed in 2019. What issue (societal problem) was it enacted to solve?
2- What changes in Bail Reform Law when it was amended in 2020?
3- Why is data tracking so important to Bail Reform?
4- Pair Assignment Debate: Select a point of debate (Bail Reform Laws or Closing Rikers Choose Pro or Con and defend your position with a classmate. Be sure to name key stakeholders in the debate. – This part of the assignment will be paired assignment done in collaboration with a classmate. Instructions will be posted in Google Classroom

BEGIN SEMESTER PROJECT
10/20 – 11/17
6 hours of Court Observations
Details will be posted ion Google Classroom

Week 9: 10/26/23: Manhattan Bail Project (Historical Overview)
https://cspcs.sanford.duke.edu/sites/default/files/descriptive/manhattan_bail_project.pdf

https://theappeal.org/how-new-yorks-bail-reforms-are-playing-out-in-a-queens-court/

Ending Cash Bail **(video)**
https://www.globalcitizen.org/en/media/activate/episode2/

Supervised Release
https://criminaljustice.cityofnewyork.us/programs/office-of-pretrial-justice-initiatives/
Rikers Movie (optional)

https://gothamist.com/news/nycs-supervised-release-program-swelled-after-bail-reform-now-it-may-be-overwhelmed

https://www.pbs.org/video/rikers-rikers/

Assignment: **Due 11/02/23 Post in Google Classroom (10 pts.)**

EXERCISE: Post to Google Classroom
1- Explain the purpose of the Manhattan Bail Project and its impact on the landscape of pretrial detention.
2- What is the impact of the cash money bail system on pre-trial detention (identify stakeholders, systemic response, and consequences)?
3- What is the purpose and impact of supervised release on the bail system?

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Week 10: 11/09/23 - Resumes and Cover Letters

Assignment: Due 11/16/23 Post in Google Classroom (5 Pts.)

KSA's–Translating Knowledge, Skills & Abilities into Experiences for Resumes

Post to Google Classroom

1- Identify a job you'd be interested in obtaining (provide a link to a real job posting or copy of the job description)
2- Using the KSA Worksheet identify the Employer Need, Skill, and Ability
3- In the Story column provide an example of how you've used the identified KSAs at work or school.
4- Attach your resume for review.
5- Read the tips for creating a cover letter.

Week 11: 11/16/23 NO ASSIGNMENTS, BEGIN WORKING ON COURT OBSERVATIONS

Week 12: BREAK

Week 13: 11/30/23: PRE-TRIAL QUIZ – 10 Pts replaces lowest grade

Week 14: 12/07/23: Semester Project Due – 20 pts

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