CRJ 101, 236, 245, 315, 330, 343, 345, 342, SOC 357, etc. Prof. M. Sánchez

Lesson Goal: How to avoid plagiarism – your responsibilities

WATCH THIS VIDEO: What is plagiarism? – 3:25 min.
https://www.youtube.com/watch?v=Uk1pq8sb-eo

1. Don't copy facts or data or percentages without in-text citation (you didn't collect the data)
2. Don't copy *ideas or text* with the idea to note it later on (I forgot is not an excuse)
3. Don't copy and paste without immediately including the (in-text citation)
4. Don't ask people to help you actually write any part of your assignment
5. DO use the published work of others BUT always give credit. It shows you studied!

WARNING: Even a simple Google search of some of your text will show up as published work. AVOID plagiarizing. If you are in doubt about what you are doing, ask your instructor.

Lesson Goal: Critical Thinking Domains – also part of Benchmarks
Why is critical thinking important?

- We can *proactively explore* the *complexity* of life and every person's/ group's situation
- We can step *outside our own perspective* into categorical frameworks/ paradigms of thought
- We can expand our abilities to *relate and interact* with others
- We can increase our abilities to *empathize* with others as we understand their worldview.

Based on your topic, ask, ***why*** do people <u>believe and behave</u> the way they do?

Do the following categories of <u>experience or practices</u> perpetuate or mitigate the problem?

1. Religious principles, 2. Cultural traditions, 3. Legal code, 4. Understanding the range of harm

Reference

Elder, L. & Paul, R. (2006). *Understanding the foundations of critical reasoning.* Dillon Beach, CA: The Foundation for Critical Thinking.

Critical Thinking Domains (CTD)
How do these *domains* address/create questions about social experience?

Religious Questions	Social Questions	Legal Questions	Ethical Questions
Ideas that Deal with • The nature of spirituality and are (therefore subject to limited theological debate)	***Ideas that Deal with*** • Customs, • Class, • traditions, • and taboos of groups (which vary enormously from group to group)	***Ideas that Deal with*** what has been • codified into law, in particular societies (and may or may not have ethical basis)	***Ideas that Deal with*** • <u>Harm</u>ful behavior toward other people or other creatures (ethical principles converge across cultures and groups

Reference
Elder, L. & Paul, R. (2006). *Understanding the foundations of critical reasoning.* Dillon Beach, CA: The Foundation for Critical Thinking.

Lesson Goal: What is the APA Quick Guide? Prof. M. Sánchez

Plagiarism = committing academic dishonesty by submitted work either intentional or accidental. For example, cutting and pasting without giving credit using an in-text citation or references. Resubmitting work from another assignment as if it is new work is called self-plagiarism, a form of academic dishonesty.
VIDEO: What is plagiarism?- 3:25 min. https://www.youtube.com/watch?v=Uk1pq8sb-eo

Quick APA Guide

You can always buy a copy of the APA (6th edition) guide to ensure you are citing and referencing accurately. Please be aware that automatic online APA referencing tools are sometimes incorrect.

Why APA? APA is meant to be a simple and straightforward method of citing and referencing in the social and physical sciences. It expected that you are not "recycling" previous coursework. If you choose to use work you have already submitted for other classes, you must it cite as well (this called self-referencing). The assumption in citing and referencing is that all academic writing/work submitted reflects original (new) or cited (already existing) material.

Decide what your paragraph is going to address, the main point/idea. State the idea clearly, succinctly, and then present data, FACTS, AUTHOR STATEMENTS, IN-TEXT cite the sources, and conclude with your summary of the information.

It may be helpful to think of your paper as a **collection of paragraphs.** Your paper can have many sections, but each is composed of paragraphs that support your section. Each section can (probably should) include different perspectives/sources that address on the idea.

When you write, think of a paragraph as a simple box that should address ONE idea. (a) The paragraph starts off with a topic sentence that clearly (not complicated) states the idea (for example, see the topic sentence in the paragraph below). (b) The paragraph includes sentences written by you that include *relevant ideas you found in the reading; these* are followed by in-text citations (author, year). The paragraph also includes *facts* and or *quotes* that you found in the reading, also followed by in-text citations (author, year, pg. #). AVOID WRITING LONG PARAGRAPHS! Do not make summary/opinion statements that are not supported or not related to your reading/in-text citations. The assignments are intended for you to show what you read and learned from the reading. Your opinions can be presented at the end of a paper or assignment.

Finding and choosing sources for your work:
Be specific in the search terms you use for your online/database searches. Use the college library website databases so you have access to articles without paying for them. Also, use government websites (.gov). These websites offer statistics, measures, articles, reports that you can use, example: Office of Juvenile Justice Delinquency Prevention (2006).

Search terms:
Youth crime in wealthy areas
Youth drug arrests
Youth overdose statistics
Youth rehabilitation treatment programs
Statistics of youth in drug programs

Categories for searches
Youth, race, gender, LGBTQ, socioeconomic, wealth, New York (geographic limits), Christian, Muslim, etc.
Limit the dates of articles or research: from 2015 to present

Sources: Every source has a bias, a perspective of what is right, wrong, morally correct, legal, etc.
Newspapers (use major newspapers whenever possible) View more than one to see other perspectives on topic.
Television websites: View more than one to see other perspectives, do not use these as your only source.
Academic journals – Research that is quantitative, qualitative, some theoretical, or law reviews (policy analysis).
Professional journals – Research and writing that is more geared to educate professionals in the field.
White papers – These are reports intended to *promote* a specific goal or program or research.
Books – Memoirs, leadership, inspirational, etc. Must be viewed as biased, so state the perspective.
Poetry, Music, Movies, Art work – Used to illustrate ideas. Must be viewed as biased, so note the perspective.

Your opinion is IMPORTANT, but your research, use of texts, in-text citations, references (correctly done) is MORE IMPORTANT. Everyone has an opinion! *Your goal* is to read, find relevant information, and communicate the information, facts, and ideas and how you did research. Think of yourself as a teacher and your reader as a student. Always think about your reader!

In-text citations: When you use information that is not common knowledge, for example, the population of New York City, the number of U.S. arsons in 2015, or an author's opinion or conclusion (not yours), you MUST cite a source. The APA in-text citation is the simplest way to document and inform your reader.

I wrote the following paragraph. Notice the paragraph is straightforward, (a) main idea, (b) factual support, (c) explanation/relevance, and (d) the closing statement/conclusion for the paragraph. As you do research, keep it organized, collect

Sample paragraph

Modern Policing and Encounters with the Mentally Ill in the Public

Mentally ill persons can present a complicated challenge for police. The pressure to address illegal behavior by persons who are homeless and mentally ill has been especially problematic for police patrol officers. For example, responders may not anticipate the reaction of a mentally ill person. "The smoke bomb was meant to frighten James, and it surely did; he responded to the loud noise by pulling out two knives in the face of rifles, handguns, hundreds of rounds of ammunition, a Taser, and a K-9 unit. James was fatally shot by two officers" (Macenthin, 2017, p. 201). One FBI report states that police encounters with the homeless is a common occurrence, however, there is little formal training offered to address this challenge. The same report states that some police agencies have recognized the problem and developed specialized police units called Community Intervention Teams (CIT), officers are especially trained to understand the problems of mental illness (Marcin, 2014). The knowledge and training police bring to an encounter with mentally ill can be the most significant factors in determining the event outcomes.

APA ***general in-text citation***. *Cite every time* you are talking about a fact or idea that is not yours.

APA in-text ***citation of a quote***. Only use quotes if they say something dramatic or express an idea in a very unique way. Notice it is similar to a regular citation, but it also includes the page number after the comma. For benchmark assignments, I prefer you do not use quotes.

APA reference for academic journal article. No doi: available, and the first has a doi available.

References

Marcin, S. (2014). Policing the homeless: One community's strategy. *FBI Law Enforcement Bulletin*: Washington, DC. Retrieved from http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=2f8009c7-61bf-4fb8-a906-ef0295316599%40sessionmgr4003&vid=5&hid=4204

Masenthin, C. (2017). Peace of mind: Improving conflicts between law enforcement and the mentally ill homeless while exploring sustainable community solutions for care. *Kansas Journal of Law & Public Policy (27)*1, 103-124. Retrieved from http://web.b.ebscohost.com/ehost/detail/detail?vid=33&sid=7f7037ee-82fa-43f0-9e9b-e354f5867be3%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=126371521&db=a9h

APA reference for news or bulletin.

Sample of sources:

Hammer, H., Finkelhor, D., & Sedlak, A. J. (2002). NISMART: National incidence studies of missing, abducted, runaway and thrownaway children. *National Estimates and Characteristics.* Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Retrieved from http://www.ncjrs.gov/pdffiles1/ojjdp/196469.pdf .

Office of Juvenile Justice Delinquency Prevention (2006). *Statistical Briefing Book.* Office of Juvenile Justice and Delinquency Prevention. Retrieved from http://ojjdp.ncjrs.gov/ojstatbb/crime.

Roberg, R., Novak, K., Cordner, G., & Smith, B. (2013). *Police and Society (6th ed.)*. New York: McGraw Hill.

Winton, R. (2016). Two corrupt cops joined forces with drug dealers. Now, dozens of criminal cases d jeopardy. *Los Angeles Times.* Retrieved from http://www.latimes.com/local/lanow/la-me-ln-bakersfield-police-20161

Reference for government website

APA reference for a book.

Notice there are ***no first names***, for authors and the word "and" is not used, instead use the & symbol.

APA reference for an online version newspaper article. Notice there are no page numbers. Look for the author's name. Note that the web address is **NOT hyperlinked**, but, you should be able to copy and paste the address. *Do not place a period after the web address* readers will be assume it is part of the address, and it will not function

Lesson Goal: Picking a topic: Think about making it interesting!

There are *four components* to the CRJ discipline at Nyack College:

1. Law enforcement/safety, investigation, and specialized missions
2. Courts, prosecution, defense, judges, the court room team
3. Corrections (incarceration and community), treatment, parole, and probation
4. Restorative justice: victimology, victims, offender, related circles of harm, and community reentry
5. The political process of voting or passing a law – Who rights it? Who votes/passes it?

Dimensions of topic and problem analysis

1. Police/ CRJ and the public, cooperation and conflict
2. Crime investigation strategies, practices, technology, psychology, forensics, types of profiling
3. Offender patterns, victim patterns, crime trends (technological, geographical, socioeconomic)
4. Police and professional/mission/well-being challenges
5. Legal/ procedural dimensions of law enforcement, courts, correction, restoration
6. Types of crime, sources of crime, structure (how) of crime

Research approaches

1. Macro (big picture, societal, municipal, state, national, industry, etc.)
2. Micro (individual criminals, individual victims, single cases, etc.)
3. Quantitative – use of statistics, multi-year comparisons, trends, etc.)
4. Qualitative – use of individual experiences to form ideas, themes, interviews, understanding, perception

Critical Thinking – Who/ What/ Where/ When / Why? – Review the CTD at the top of this document.

1. Demographics: explore age, gender, education, income, nationality, ethnicity, generational patterns, etc.
2. Social, political – what are groups of people, the power and authority of groups, freedom and limitations?
3. Emotional, psychological, biological – what are sources of health, sickness, ideas, and treatment?
4. Spiritual – how does religion, spirituality, and mentoring impact social experience?

Avoiding plagiarism, use of critical thinking tools such as the Critical Thinking Domains (CTD), and APA, are basic components to honest and thoughtful academic work. Dedicate yourself daily to growing in all your skills