Course Syllabus

BA in Criminal Justice/College of Extended Learning

SCJ3053 Writing and Interviewing in the Criminal Justice Profession

3 Units

Spring 2026 | Quad 1

January 12 – March 8

Fully Online

Meeting Days: Online

Meeting Times: Online

Meeting Location: Online

Final Exam: (Day/Time): N/A

Instructor: Becky Hansel

Email: bhenzel@pointloma.edu

Phone: N/A

Office Location and Hours: Zoom Available Upon Request

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Criminal Justice Adult Degree Completion Purpose

The ADC – Criminal Justice program integrates specialized knowledge and skills with concepts of grace, restorative justice, and cultural competency which support the departmental mission to nurture servant scholars who critically evaluate social and cultural patterns and who constructively engage in society as agents of hope.

The ADC is designed to extend the PLNU mission to a new group of adult learners currently not served within the current traditional program. The focus will be on providing higher education in the context of a Christian worldview where minds are engaged and challenged and service in the criminal justice profession becomes an expression of faith. The curriculum works to enrich career opportunities through the integration of a focused educational program, a faith perspective, and a professional life.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

Program Learning Outcomes

The Point Loma Nazarene University Bachelor of Arts-Criminal Justice (ADC) graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Demonstrate the ability to apply theoretical and legal foundations of criminal justice.
2. Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.
3. Integrate and apply understanding of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.

4. Apply foundational skills, demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.
5. Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Course Description

This course is designed to develop essential skills and competencies required for the daily performance of duties in various criminal justice careers. The course incorporates basic concepts for collecting and documenting evidence and procedures using both written and interactive skills. A competency-based course for report writing and interviewing skills/techniques.

Course Learning Outcomes

The following student learning outcomes will be met in this course:

1. Demonstrate foundational interviewing skills necessary to perform duties in a criminal justice career. PLO 5
2. Demonstrate the essential writing skills required for the performance of duties typical in a criminal justice career. PLO 5
3. Recognize and integrate techniques founded on principles of restorative justice and grace in framing a professional approach to the performance of duties. PLO 3

Required Texts and Recommended Study Resources

Digital textbook and chapters available for free:

1. Whitehead, J. & Lab, P. (2022). *Juvenile Justice An Introduction* (10th edition) Routledge.pdf Download Juvenile Justice An Introduction (10th edition) Routledge.pdf
2. Stinson, J. & Clark, M. (2017). *Motivational Interviewing with Offenders: Engagement, Rehabilitation, and Reentry.* The Guilford Press.
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- Chapter 2: Spirit of Motivational Interviewing with Offenders.pdf Download Chapter 2: Spirit of Motivational Interviewing with Offenders.pdf
- Chapter 3: Art of Listening Motivational Interviewing with Offenders.pdf Download Chapter 3: Art of Listening Motivational Interviewing with Offenders.pdf
- Chapter 4: Art of Interviewing Motivational Interviewing with Offenders.pdf Download Chapter 4: Art of Interviewing Motivational Interviewing with Offenders.pdf
- Chapter 12: Resistance Reexamined- Motivational Interviewing with Offenders.pdf Download Chapter 12: Resistance Reexamined- Motivational Interviewing with Offenders.pdf
- Chapter 13: The Rise of MI-Motivational Interviewing with Offenders.pdf Download Chapter 13: The Rise of MI-Motivational Interviewing with Offenders.pdf

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Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Distribution of Student Learning Hours

Category	**Time Expectation in Hours**
Readings/Lectures	24
Discussions	30
Quizzes	5
Assignments	38
Final Project	15

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Total Hours	**112**

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	Description	Percentage of Total
Final Project		30%
Assignments	Each weekly module contains assignments to be submitted through Canvas. These assignments must reflect college-level writing and critical thinking and include synthesizing reading and analyzing fact patterns (scenarios).	30%
Quizzes		10%
Discussions	Each week students will participate in online discussions with classmates, which are related to the week's readings and content. These discussions replace the interactive dialogue that occurs in the traditional classroom setting.	30%
Total		100%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help

students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93 - 100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 - 79% = C+
- 73 - 76% = C
- 70 - 72% = C-
- 67 - 69% = D+
- 63 - 66% = D
- 60 - 62% = D-
- 59% or lower = F

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, students may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Adult Undergraduate Academic and General PoliciesLinks to an external site. for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are permitted to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work utilizing AI-based tools must include a clear identification of the specific tool(s) used, and should specify how AI contributed to the final submission (e.g., drafting, proofreading, idea generation).

- APA Style: How to Cite ChatGPTLinks to an external site.

Misrepresenting AI-assisted work as solely one's own or failing to disclose AI usage may impact the professionalism grade and could result in additional consequences per academic integrity policies. Properly attributing all sources, including AI, supports transparency and aligns with course values.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle

commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at Bias Incident Report PLNU.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.eduLinks to an external site. or find a list of campus pastors at PLNU Title IX or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at PLNU Non-Discrimination and Anti-Harassment Policy

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PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to Academic PoliciesLinks to an external site. for additional details.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- The GPS Writing Center offers:
    - Zoom Writers Workshops offered each quad on a variety of helpful topics
    - One-to-one appointments with the Writing Coach
    - Microlearning YouTube Video Library for helpful tips anytime
- Research Help Guide to help you start your research
    - The physical office is located on the third floor of the Mission Valley Regional CenterLinks to an external site. off the student lounge
- Academic Writing Resources Course: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content.Watch a quick video run-throughLinks to an external site. and take time now to explore!

- GrammarlyLinks to an external site.: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- Tutoring: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Course Summary

Date	Details
Mon May 12, 2025	Quiz Complete the Academic Honesty Verification Statement
Tue May 13, 2025	Discussion Topic WK1 | Discussion: Intro Video
Wed May 14, 2025	Discussion Topic WK1 | Discussion: Love and Justice
Sun May 18, 2025	Assignment WK1 | Assignment: Love & Justice Reaction
Wed May 21, 2025	Discussion Topic WK2 | 3-2-1 Reflection Post
	Discussion Topic WK2 | Bundle Writing & Peer Replies: Listening-Compare & Contra Interviews

Course Summary

Date	Details
Sun May 25, 2025	Discussion Topic EXTRA CREDIT: 3-2-1 Reflection on Class Overview Video
	Quiz WK2 | Post-Quiz
	Assignment WK2 | Assignment: Motivational Interview - Identify a Change
Wed May 28, 2025	Discussion Topic WK3 | 3-2-1 Reflection Post
	Discussion Topic WK3 | Discussion: Examining your Listening Skills
Sun Jun 1, 2025	Quiz WK3 | Post-Quiz
	Assignment WK3 | Assignment: Reflective Listening
Wed Jun 4, 2025	Discussion Topic WK4 | 3-2-1 Reflection Post
	Discussion Topic WK4 | Bundle Writing & Peer Replies: Juvenile Justice & Police
Sun Jun 8, 2025	Quiz WK4 | Post-Quiz
	Assignment WK4 | Assignment: Motivational Interview
Wed Jun 11, 2025	Discussion Topic WK5 | 3-2-1 Reflection Post

Course Summary

Date	Details
	Discussion Topic WK5 | Bundle Writing & Peer Replies: Youth and the Juvenile Court Process
Sun Jun 15, 2025	Quiz WK5 | Post-Quiz
	Assignment WK5 | Assignment: Presentation of Reading and Video
Mon Jun 16, 2025	Page Sign-Up: 3053 Online Workshop
Wed Jun 18, 2025	Discussion Topic WK6 | 3-2-1 Reflection Post
	Discussion Topic WK6 | Bundle Writing & Peer Replies: Due Process & Juvenile Right
Fri Jun 20, 2025	Assignment WK6 | Online Workshop with Professor: Setting Yourself Up For Success
Sun Jun 22, 2025	Quiz WK6 | Post-Quiz
	Assignment WK6 | Assignment: Action Plan - Youth Pathway to Promise
Wed Jun 25, 2025	Discussion Topic WK7 | 3-2-1 Reflection Post
	Discussion Topic WK7 | Discussion: How to give feedback

Course Summary

Date	Details
Sun Jun 29, 2025	Assignment WK7 | Assignment: Draft of Literature Review
Wed Jul 2, 2025	Discussion Topic WK8 | 3-2-1 Reflection Post
	Discussion Topic WK8 | Video Post: Reflection
Thu Jul 3, 2025	Assignment WK7 | Assignment: Peer Feedback Letter
Sun Jul 6, 2025	Assignment WK8 | Assignment: Literature Review Final
	Assignment Extra Credit #1 | Writer's Workshop ~ Student Success Center