**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>J. Robert Duke</td>
</tr>
<tr>
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1. **ACTION DESIRED (CHECK ONE):**
   - Trial Course
   - New Course
   - X

2. **COURSE IDENTIFICATION**
   - Dept: JUST
   - Course#: F201
   - No. of Credits: 3
   - Justify upper/lower division status & number of credits:
     - Course is designed for sophomore level class as a survey and introduction to dispute resolution and restorative justice practices with three hours per week of lecture/discussion

3. **PROPOSED COURSE TITLE:**
   - Dispute Resolution and Restorative Practices

4. **To be CROSS LISTED?**
   - YES/NO
   - No
   - If yes, Dept:

5. **To be STACKED?**
   - YES/NO
   - No
   - If yes, Dept:

6. **FREQUENCY OF OFFERING:**
   - Fall/Spring
   - Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING**
   - Spring 2013

8. **COURSE FORMAT:**
   - NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.
   - COURSE FORMAT:
     - (check all that apply)
     - 1
     - 2
     - 3
     - 4
     - 5
     - X
     - 6 weeks to full semester
   - OTHER FORMAT (specify)
     - Lecture/Group Discussion

9. **CONTACT HOURS PER WEEK:**
   - 3
   - LECTURE hours/weeks
   - LAB hours/week
   - PRACTICUM hours/week
   - Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400-4800 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-8000 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/ for more information on number of credits.
   - OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**
   - Justice F201 Dispute Resolution and Restorative Practices
   - 3 Credits
   - Every Fall/Spring
   - This course surveys the basic practical and theoretical foundations of conflict, conflict resolution and restorative practices. It introduces students to the basic theories and practices of conflict resolution and peace-making, providing students with grounding in theories, applications, and dynamics of conflict and key conflict resolution processes. (Prerequisites: ENGL F111, COMM F131 or F141, and PS/ECON F100x or JUST F116) (3 + 0).
11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

| H = Humanities | S = Social Sciences | X |

Will this course be used to fulfill a requirement for the baccalaureate core? **YES: [ ]**  **NO: [ ]**  **X**

If YES, check which core requirements it could be used to fulfill:

- O = Oral Intensive, **Format 6**
- W = Writing Intensive, **Format 7**
- Natural Science, **Format 8**

12. **COURSE REPEATABILITY:**

| YES | NO | X |

Is this course repeatable for credit?  **YES: [ ]**  **NO: [ ]**  **X**

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

| N/A |

How many times may the course be repeated for credit?

| N/A TIMES |

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

| N/A CREDITS |

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

| N/A CREDITS |

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

| LETTER: | PASS/FAIL: |

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

- ENGL F111, COMM F131 or F141,
- and PS/ECON F100x or JUST F110

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

| $0.00 |

Has a memo been submitted through your dean to the Provost for fee approval? **Yes/No**

| N/A |

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? **Yes/No**

If yes, give semester, year, course #, etc.: Fall 2011 Just F293 Dispute Resolution and Restorative Practices

18. **ESTIMATED IMPACT**

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

The course will be instructed as part of Dr. Duke’s (Summer Sessions) or Dr. Jarrett’s (Fall/Spring) normal workload and will not have any budget ramifications. Because the course will be offered as part of the Justice Department’s normal instructional load it will not require more facilities/space than ordinarily required for the delivery of the Justice curriculum.

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The course does not directly impact other departments or disciplines. Justice faculty members have spoken with faculty in Psychology, Social Work, and Communications and no concerns were voiced by those faculty members. In fact, there was much support the implementation of the course allows the Justice Department to better utilize the expertise of its faculty members.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

The Justice Department does not perceive this course as negatively impacting any departments or programs. The course is part of curriculum changes being proposed for the Bachelor of Arts in Justice, and a proposed minor in Dispute Resolution. The course and the proposed minor are likely to be beneficial for Social Work, Psychology and Sociology majors.

The course, proposed minor and curriculum changes to the Justice major reflect the Department’s effort to create a restorative justice emphasis in its undergraduate program. Restorative justice has been adopted as the operational paradigm for Alaska’s Division of Juvenile Justice, and consequently, the Department believes it is important to adopt a restorative justice emphasis in its undergraduate program.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The Justice Department is preparing curriculum changes to its undergraduate curriculum to create a restorative justice emphasis area. The Department believes that restorative Justice holds particular pertinence to the justice needs of rural Alaska and the curriculum will be unique in Alaska. It is anticipated that the course will become a prerequisite for the remaining courses making up the restorative justice emphasis.
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APPROVALS: Add additional signature lines as needed.

Signature, Chair, Program/Department of: ____________________________ Date: __________

Signature, Chair, College/School Curriculum Council for: ____________________________ Date: __________

Signature, Dean, College/School of: ____________________________ Date: __________

Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.
**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate Review Committee:</td>
<td></td>
</tr>
<tr>
<td>Curriculum Review</td>
<td>GAAC</td>
</tr>
<tr>
<td>Core Review</td>
<td>SADAC</td>
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</tbody>
</table>

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tbody>
<tr>
<td>JUSTICE</td>
<td>4/11/13</td>
</tr>
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</table>

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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
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<tbody>
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<tr>
<th>Signature, Dean, College/School of:</th>
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ATTACH COMPLETE SYLLABUS (as part of this application). Note: The guidelines are online:  
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**  
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. **Course information:**
   - Title,  
   - number,  
   - credits,  
   - prerequisites,  
   - location,  
   - meeting time  
   (make sure that contact hours are in line with credits).

2. **Instructor (and if applicable, Teaching Assistant) information:**
   - Name,  
   - office location,  
   - office hours,  
   - telephone,  
   - email address.

3. **Course readings/materials:**
   - Course textbook title,  
   - author,  
   - edition/publisher.  
   - Supplementary readings (indicate whether  
   - required or  
   - recommended) and  
   - any supplies required.

4. **Course description:**
   - Content of the course and how it fits into the broader curriculum;  
   - Expected proficiencies required to undertake the course, if applicable.  
   - Inclusion of catalog description is strongly recommended, and  
   - Description in syllabus must be consistent with catalog course description.

5. **Course Goals (general), and (see #6)**

6. **Student Learning Outcomes (more specific)**

7. **Instructional methods:**
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. **Course calendar:**
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. **Course policies:**
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. **Evaluation:**
    - Specify how students will be evaluated,  
    - what factors will be included,  
    - their relative value, and  
    - how they will be tabulated into grades (on a curve, absolute scores, etc.)  
    - Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting  
      #171:  
      http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171

11. **Support Services:**
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. **Disabilities Services:**
    - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.  
    - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.  

6/30/2011

University of Alaska Fairbanks
University of Alaska Fairbanks

Justice Department

JUST 201 - Dispute Resolution and Restorative Practices

Professor: Dr. Brian Jarrett

Title: JUST F201 Dispute Resolution and Restorative Practices

Meeting Times: Tuesday and Thursday at 3:40 pm – 5:10

Place: Bunn 313

Office: Gruening Room 501C

Office Hours T/W/R at 12:30 pm to 3:30 pm or by appointment

Phone: (907) 474 6790

E-mail: bnjarrett@alaska.edu

Course Readings/Materials:

Course Description
JUST 201 Dispute Resolution and Restorative Practices
3 credits

This course surveys the basic practical and theoretical foundations of conflict, conflict resolution, and restorative practices. It introduces students to the basic theories and practices of conflict resolution and peace-making, providing students with grounding in theories, applications, and dynamics of conflict and key conflict resolution processes. (Prerequisite: ENGL F111, COMM F131 or F141, and PS/ECON 100x or JUST F110.)(3+0).

Prerequisites
None.

Course Goals

1. The course will introduce students to the field of dispute resolution, restorative practices, and therapeutic jurisprudence.

2. Students will be given the opportunity to personally explore their own approaches to conflict, and what other approaches to conflict may be available to them.
3. Students will also learn to connect different theories of conflict and approaches to conflicts to different resolutions.

4. Students will leave the class with basic dispute resolution skills.

5. Students will come to recognize and apply the various methods of conflict resolution, restorative justice, and therapeutic jurisprudence.

6. Students will understand how theory connects to practice in the field of dispute resolution.

7. Students will learn to assess and provide interventions by working through several real-life case studies.

**Student Learning Outcomes**

1. Students will be able to outline the historical roots and common practices of dispute resolution theory.
2. Students will be able to conduct simple mediations, negotiations, facilitations, dispute-systems design exercises, arbitration exercises, and participate in restorative processes, such as circle sentencing.
3. Students will be able to identify which dispute resolution techniques apply to various social conflict scenarios.
4. Students will be able to cite and analyze cases related to various laws pertaining to dispute systems and practice.
5. Students will be able to apply standards of practice (professional ethics) of dispute resolution (including impartiality, confidentiality, and self-determination) to all major examples related to ethical practice.
6. Students will be able to identify and practice the basic components of mediation including the stages and goals of the mediation process.
7. Students will be able to discuss the dynamics of conflict and be able to identify the components of conflict, including the positive aspects of conflict.
8. Students will be able to identify major practice and theory elements in the United States, Alaska, Canada, Australia, and New Zealand.

**Required Blackboard Applications**

This course will be supplemented by the Blackboard online learning platform. You will be asked to complete several assignments on the Blackboard course website. You will also be able to Blackboard mail the instructor and each other and check your scores on the site, as soon as they are posted. You can gain access to Blackboard through any one of the computer labs on campus or on your home computer.

**Instructional Methods:**

This course is taught through a combination of lecture, discussion boards, Blogs/journals, group activities, reading assignments, and in-class (or electronic) presentations.

Class discussions, role-plays, lecture, multimedia presentations, and other experiential exercises will be used to reach course goal and objectives.
Course Calendar:
Tentative Course Schedule and Topical Outline – SUBJECT TO ANNOUNCED CHANGES

Segment 1  Introduction
Review Syllabus & Class Expectations
Introductions
Brief History
Introduction and Discussion of the four complementary, interacting Fields
ADR – Alternative Dispute Resolution
DSD – Dispute Systems Design
RJ – Restorative Justice
TJ – Therapeutic Jurisprudence

Reading Assignment: Introduction and Chapter 1
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 2  Conflict Theories and Perspectives
Perspectives and Paradigms
Conflict Theories and Models
Perspectives in Sociology of Conflict
Perspectives in Sociology of Law
Gender Effects
Culture Effects

Reading Assignment: Chapter 2
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due
Quiz #1

Segment 3  Alternative Dispute Resolution
ADR Continuum
Negotiation Theory
Mediation Theory
Mediation Practices
Arbitration Practices
Collaborative Law
Reading Assignment: Chapter 3
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 4 Restorative Justice I
Restorative History
Restorative Justice Theory
Restorative Justice Practices
Reading Assignment: Chapter 4
Discussion of Restorative Justice Programs
Applications in Restorative Justice
Reading Assignment: Chapter 5
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due
Quiz #2

Segment 5 Therapeutic Jurisprudence
Understanding Therapeutic Jurisprudence
Applications in Therapeutic Jurisprudence
Lesson from David Wexler
Reading Assignment: Chapter 6
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 6 Introduction to Arbitration
FAA Preemption
Formation of Arbitration Agreements
Interpretation of Arbitration Agreements
Effect of Arbitration Awards
Arbitration Fields; Labor, International, Sport, family, commercial, consumer, etc.
History of Arbitration
Rules affecting Arbitration
Rules of Evidence
Building arbitration techniques
Other Related Processes: MED-ARB, ARB_MED, Fact-finding, Early Neutral Evaluation, etc
Reading Assignment: Chapter 7
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 7 Negotiation - Styles, Tactics, Strategies
Traditional Negotiation
Assumptions about Conflict and Negotiation
Styles, strategies, and tactics
Prisoner’s Dilemma
Negotiation Theory – Exchange, Field theory, Psychodynamic, etc
Alternative views of negotiation
Interest-based (Principled) Negotiation: The Harvard Model
Issue Frames
Reframing
Interests versus Positions
The Ugli Orange
Communication Effectiveness
Negotiation and Advocacy
Reading Assignment: Handout or posting in Blackboard
Options for Mutual Gain
Insisting on Objective Criteria
Building Effective Negotiation Skills
Dealing with dirty tactics through principled negotiation
Reading Assignment: Chapter 8
Quiz #3

Segment 8 Power and Power-Balancing in Negotiation and Dispute Resolution
Defining Power
Sociological Theories on Power
Power Effects in Negotiation and Mediation
Dealing with Power Relations
Power Balancing
Harvard Method
Batna and Watna
Reading Assignment: Chapter 9

Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 9  Mediation: The Process in Depth
Overview – The Mediation Grid
Interest-based (Facilitative) Mediation
Building interest-based mediation skills
The Process: step by step
Alternative Approaches to Mediation – Introduction
Facilitative versus Evaluative Mediation
Reading Assignment: Chapter 10
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 10  Mediation: Challenges in Mediation
Controlling the Process
Moving to Agreements
Dealing with Impasse
Writing up a Memorandum of Understanding
Agreements and legal issues
Mediation Ethics
Reading Assignment: Chapter 11
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 11  Expanded Approaches to Mediation
Defining the Goals of Mediation
Transformative Mediation
Empowerment and Recognition
A humanistic Base to Mediation
Bush and Folger – Transformative Mediation
Rogers – On Humanism

----------- Electronic Presentations Due (Date to be Announced)
A History of Narrative Mediation
Building Narrative Mediation Skills
Post-modernism and post-structuralism
Structural Discrimination
Structured Social Reality
Monk and Winslade
Sara Cobb
Introduction to Integral Mediation
Reading Assignment: Chapter 12
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment 12  Group/Organizational Facilitation and DSD
Working with Groups, Organizations, and the Public
Methods
Basic versus Developmental Facilitation
Sickles_Merchant and Constantino
Ury, Brett, and Goldberg
Entrée, Contracting, and Consulting
Organizational Assessment
Implementation
Follow-up
Class evaluation
Work on Final Paper
Reading Assignment: Chapter 13
Journal Entry Due
Scoop It Blog Comments Due
Discussion Board Responses Due

Segment’s 12 and 13 reserved for presentations.
Final Paper due (TBA in final version of syllabus) -

- Final Exam –
Semester Ends: TBA

**Class Attendance Policy and Participation**

This class brings theory to practice. Participation is asynchronous. Students earn credit for attendance by logging into Black Board and completing the assignments due in each of twelve segments (two segments per week). Students may work ahead but should not fall behind. Several Eluminate Live sessions will be scheduled but students may listen to the recorded version if the live version is missed for some reason.

**University of Alaska Fairbanks Attendance Policy:**

You are expected to log in to Black Board regularly. Each segment has discussion assignments that must be answered in the segment assigned.

You and your instructor will make a good faith effort to make suitable arrangements to assure that you can make up classes and work you miss and are not penalized for your excused absence. If suitable arrangements cannot be made, you will be allowed to withdraw from the course without penalty. However, your instructor is under no obligation to allow you to make up missed work for unexcused absences or if notification and arrangements are not made in advance of the absence.

• Academic Dishonesty

The Justice Department refers its students to the UAF Student Handbook. The Justice Department does not tolerate plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.

2. Turning in a paper that includes unquoted and/or undocumented passages someone else wrote.

3. Including in a paper someone else’s original ideas, opinions, or research results without attribution.

4. Paraphrasing without attribution.

5. Turning the same paper [or significant portion (25% or more) of a paper] for credit in more than one class.
If it’s not your original idea, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources. Papers that are not entirely original (unlike creative writing) also require a references list at the at the conclusion of the paper, including all sources from class (as you didn’t create those, either).

Course Grading:

There will be a total of (3) three online quizzes that you will be able to take on our online course webpage in Blackboard. The first two online quizzes are not cumulative. The Final online Quiz is cumulative and tests the breadth of your knowledge in Dispute Resolution and Restorative Practices.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points:</th>
<th>Percentage of Grade:</th>
</tr>
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<tbody>
<tr>
<td>Journal</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Scoop It Blog Assignment</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Electronic Presentation</td>
<td>50</td>
<td>10%</td>
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<td>Paper</td>
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<td>Discussions</td>
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<tr>
<td>Quizzes</td>
<td>60</td>
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<tr>
<td>Attendance</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
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A 15 minute short oral class Presentation discussing your Final Paper on a Dispute-Resolution issue of your choosing - We will discuss the requirements of the Presentation/Paper in an Eluminate Live Session. The paper should be 6-10 pages in length. The Presentation and accompanying paper are judged as a unit (see rubric below).

Grading Scale:
The instructor will use the +/- grading system. Note the following.

97-100% = A+
93-96 = A
90-92 = A-
87-90 = B+
83-86 = B
80-82 = B-
77-80 = C+
73-76 = C
70-72 = C-
67-70 = D+
63-66 = D
60-62 = D-
59 or below = F
A C- grade is the minimum grade that baccalaureate students may receive for courses to count toward the major or minor degree requirements, or as a prerequisite for another course.

Journal Rubric:

<table>
<thead>
<tr>
<th>33.33% each</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>90-100%</td>
<td>80-89%</td>
<td>60-79%</td>
<td>Less than 59%</td>
</tr>
<tr>
<td>- Introduction and closing</td>
<td>□ Clear thesis and argument support in intro/closing</td>
<td>□ Clear topic conveyed in intro/closing</td>
<td>□ Intro and closing present</td>
<td>□ Disorganized intro/closing</td>
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<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Grammar/Word Choices</td>
<td>□ Uses excellent grammar and appropriate word choices.</td>
<td>□ Mostly uses correct Grammar/Word Choices</td>
<td>□ Needs improvement</td>
<td>□ Needs major improvements.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evidence of contemplation.</td>
<td>□ Clear objective analysis of progress</td>
<td>□ Good analysis of progress</td>
<td>□ Less than objective analysis of progress</td>
<td>□ No analysis of progress.</td>
</tr>
<tr>
<td>- Length</td>
<td>□ At least 3 full paragraphs</td>
<td>□ 1-2 full paragraphs</td>
<td>□ 1 paragraph</td>
<td>□ 1 short paragraph</td>
</tr>
</tbody>
</table>

PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>25% each</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>90-100%</td>
<td>80-89%</td>
<td>60-79%</td>
<td>Less than 59%</td>
</tr>
<tr>
<td>- Introduction and closing</td>
<td>□ Clear thesis and argument support in intro/closing</td>
<td>□ Clear topic conveyed in intro/closing</td>
<td>□ Intro and closing present</td>
<td>□ Disorganized intro/closing</td>
</tr>
<tr>
<td>- Evidence of preparation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Appropriate application of aids, etc.</td>
<td>□ Delivery flawless</td>
<td>□ Good presence but some flaws.</td>
<td>□ Grace under fire</td>
<td>□ Serious Stage Fright</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Speaking</td>
<td>□ Speaks clearly</td>
<td>□ Mostly speaks clearly</td>
<td>□ Audience sometimes strains to hear</td>
<td>□ Audience cannot understand speaker</td>
</tr>
<tr>
<td>- Grammar/Word Choices</td>
<td>□ Uses excellent grammar and appropriate word choices.</td>
<td>□ Mostly uses correct Grammar/Word Choices</td>
<td>□ Needs improvement</td>
<td>□ No evidence of Practice</td>
</tr>
<tr>
<td>- Evidence of Practice</td>
<td>□ Shows strong evidence of practice (note cards)</td>
<td>□ Evidence of Practice</td>
<td>□ Needed more practice</td>
<td></td>
</tr>
<tr>
<td>- Body language and eye contact</td>
<td>□ Uses proper body</td>
<td>□ Body language</td>
<td>□ Needs improvement</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Content</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Information in presentation</td>
<td>❑ All info covered 15 minutes (no more than 2 minutes over)</td>
<td>❑ Covers info 15 minutes (no more than 2 minutes under)</td>
<td>❑ Some info covered presentation 15 minutes (no more than 4 minutes under)</td>
</tr>
<tr>
<td>❑ Handout(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>❑ Length</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>(PowerPoint or Poster)</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Neatness/Proofread</td>
<td>❑ Impeccable Neatness/Proofread</td>
<td>❑ Neat/mostly error free</td>
<td>❑ Some errors Acceptable level of thought</td>
</tr>
<tr>
<td>❑ Creativity</td>
<td>❑ Creative and Innovative Application of research</td>
<td>❑ Some insight evident</td>
<td>❑ Needs some work</td>
</tr>
<tr>
<td>❑ Evidence of time and effort</td>
<td>❑ Represents a significant amount of time and effort</td>
<td>❑ Clear indication of effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>❑ More errors than not</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>❑ Little evidence of thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>❑ Haphazard in appearance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**

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**Writing Criteria for Papers**

Correct grammar  
Concise and logical writing style  
Intro – body – conclusion format  
At least three credible references that are not simply internet sites  
Use the APA citation style for references

**Developing Writing Skills**
I encourage you to visit the University Writing Center to gain help with the writing of your final paper. Also, the Writing Center is also there to help you prepare proper APA references. Take full advantage of the Writing Center.

Writing Center Location and Hours:
801 Gruening, 474-5314

**Summer Hours:**
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10:00 a.m. - 2:00 p.m. Fridays

Regular Fall/Spring Semester Hours:
10:00 a.m. - 4:00 p.m. Monday - Thursday
7:00 p.m. - 10:00 p.m. Monday - Thursday
10:00 a.m. - 1:00 p.m. Friday
1:00 p.m. - 6:00 p.m. Sunday

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**TTY:** (907) 474-1827
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