**ADJ-133 Ethics in Criminal Justice: Quantitative Literacy Assignment**

Quantitative literacy is an important skill that focuses on problem solving, reasoning, and real-world application. You will be using quantitative literacy in this assignment to apply reasoning and argumentation to support your argument for this assignment.

**Assignment:** What is the most effective “tool” that an officer can use when encountering a citizen/suspect in a use of force situation? Please support your answer in essay form using the aid of a graphic or chart. You will create the graphic/chart to support the argument you will be making for this assignment.

For this assignment you will do the following:

1. State the argument you are making to support the assignment.
2. Use a scholarly website, such as the Federal Bureau of Investigation (<https://www.fbi.gov/resources>) or the National Institute of Criminal Justice Research (<https://www.dcjs.virginia.gov/criminal-justice-research-center>) to create a unique graphic/chart that demonstrates the main fact pattern of your answer. The graphic chart will serve as a visual that supports your claim. Make certain that you analyze all the data and present the main strengths and weaknesses of your argument. In addition, please look at what “assumptions” could be made from both argumentative standpoints. Example—Would a Criminal Justice student look at this data differently than a Sociology major? Would a normal citizen make different assumptions than a police officers family given the same information?
3. Please use Microsoft Word, 12-point font in Times News Roman to complete the assignment. All work should be cited in the APA format and in accordance with a proper research format that is typically used in the Criminal Justice Program.
4. Example: Please look at this weblink for an example of the chart that is expected for this assignment. <https://www.policefoundation.org/general-resources/use-of-force-infographic/>

**Phase 2 QL Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | 0 |
| **Application / Analysis**  *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis* | Uses the quantitative analysis of data as the basis for insightful judgments, drawing reasonable and appropriately supported conclusions from this work. Recognizes the limits of this analysis. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately supported conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. *For example, may rely on clichés.* | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. | Student did not address this domain; or, no response provided. |
| **Assumptions**  *Ability to make and evaluate important assumptions in estimation, modeling, and/or data analysis.* | Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate.  Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions. | Mostly describes assumptions and provides compelling rationale for why assumptions are appropriate. | Somewhat describes assumptions. | Attempts to describe assumptions. | Student did not address this domain; or, no response provided. |

Assignment Design Charrette: Reflective Memo on ADJ-133

Instructor name: Robert England

To help your group offer better feedback about your assignment, please describe the following:

1) The purpose of the assignment: What outcomes is it intended to foster and elicit?

The purpose of the assignment is to help students develop strong reasoning and argumentation skills while at the same type providing scholarly arguments to support each claim. This will hopefully prompt spirited and informed discussion in the class on a topic that has garnered national attention.

2) The context in which it is used—in what course or courses, with what students, at what point in the curriculum?

Criminal justice program—ADJ-130, 133 and 227—first and second year students.

3) Your experience of the assignment at this point: How have students responded? What do they do well? What do they find especially challenging?

This assignment has not been presented as is to a current class.

4) Questions you have about the assignment: What kinds of feedback on the assignment are you hoping for from colleagues attending the charrette?

I am open to any and all suggestions to help clarify the desired result I am seeking from the program and students.

5) How does this assignment address the “Application / Analysis” dimension of AAC&U’s QL VALUE Rubric? Would it be possible, based on what the assignment is asking, for the student to earn a “4” in this category?

I think it would be possible for the students to achieve a “4” on this assignment without much issue.

6) How does this assignment address the “Assumptions” dimension of AAC&U’s QL VALUE Rubric? Would it be possible, based on what the assignment is asking, for the student to earn a “4” in this category?

I think it would be possible for the students to achieve a “4” on this assignment without much issue.