

Fall 2017

31482

Introduction to Criminal Justice

Monday and Wednesday 11:00-12:15 D104

Professor Tricia Sauter

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(860) 215-9468

M/W 12:30-3:30

Office Hours: T/R 12:30 – 1:30

Text: Schmarlenger, F., (2013) (11th ed.) Criminal Justice: A brief introduction.
N.J. Pearson Prentice Hall.

Required: Students **MUST** have college email and internet access

CJSK 101: Introduction to Criminal Justice

This course provides an overview of the criminal justice system in the United States. Students will be exposed to the system's components: law enforcement, courts and corrections from historical, theoretical and philosophical perspectives. Students will have the opportunity to interact with criminal justice professionals and be challenged in reading, writing and research.

Goals/objectives insert: Assessment "at the introductory level"

Analyze and understand diverse social, political, historical and cultural institutions and trends and the impact on the evolution and dynamics of the criminal justice system

- Examine the effect of historical events and trends on the development of the system
- Evaluate the impact that social, political and cultural institutions have on individuals and the system past present and future.

Recognize the relationship of the U.S. Constitution and Bill of Rights on the daily lives of citizens

- Understand the role of the executive, judicial and legislative branches of government and how they affect change in the Criminal Justice system
- Distinguish between Common law and statutory law and describe how each is used in the system

Analyze and evaluate argumentation and persuasion to evaluate, improve refine and refute it.

- Acquire and analyze information to determine its quality and utility
- Recognize parallels between and among disciplines and apply knowledge, skills or abilities learned in one discipline to another
- Utilize inductive and deductive thought processes

To assess what information is needed to answer questions and solve problems and to retrieve, evaluate and use that information effectively.

- Identify information needed to answer questions
- Access information efficiently
- Evaluate information and its sources for specific purposes
- Apply ethical social and legal principles when accessing and using information

Understand and convey ideas in diverse context using reading, writing, speaking and listening.

- To comprehend and evaluate written passages
- To write clearly
- To speak clearly
- To understand lectures, arguments and other speech

Apply ethical concepts to an ethical question and state the objective, assumptions and implications of different ethical concepts

Articulate the relationship between demonstrating collaborative learning skills and professionalism within Criminal Justice Professions.

- Demonstrate the ability to collaborate with diverse groups in a variety of settings.
- Engage collaboratively with peers in the classroom setting to meet a shared goal.
- Analyze the effectiveness of the collaborative endeavor

Students are responsible for all assignments, work, notes and handouts missed during an absence.

8/30	Syllabus distributed/ Student Expectations: Community Building.		
9/6	Discussion on Learning	Bring in Learning Style Inventory/Kiersy results	
9/11	Discuss Research topics and group assignment	Read Chapters 1-3	
9/13	review thesis statements		
9/18	Crime Lecture		
9/20	Crime Lecture		
9/25	Quiz #1		
9/27	Thesis work continued	Submit group names and thesis	
10/2	Police Lecture begins	Read Chapters 4-7	
10/4	Police		
10/9	Police	Essay #1 Due	
10/11	Police		
10/16	Thesis work: No Formal Class...	Quiz#2 due	
10/18	Court Assignment: Discussion of mini-research		
10/23	Court continues	Independent research	Read Chapters 7-9
10/25	Court continues	Independent research	
10/30	Presentations		
11/1	Presentations		
11/6	Presentations		
11/8	Research check-up: group work		
11/13	Research work no formal class		
11/15	Library for Corrections Journal Article	Essay #2 due	Read Chapters 10-12
11/20	Corrections Presentations		
11/27	Correction Presentation		
11/29	Corrections Presentations	Essay #3 due	
12/4	research work No Formal Class		
12/6	Presentations	Quiz #3 Due	
12/11	Presentations		
12/13	Presentations	Thesis Statement/Citations Due after each presentation	
12/18	Presentations		

Grade Distribution:

Quiz (3)	30%
Essays (3)	30%
Court Oral	10%
Corrections Article/Presentation	10%
Thesis Statement with citation	10%
Thesis Presentations	10%

<u>Assignment Specifics:</u>

Quiz:

Quiz #1 will be in-class. Quiz numbers 2 & 3 will be take home. No quiz will be corrected unless the answer sheet is completed properly. Student numbers MUST be documented on answer sheets where designated.

Essays: TOPICS SINGLE SOURCE ESSAYS: USE ONLY YOUR TEXT BOOK FOR INFORMATION

1. The challenge for any democracy is balancing individual rights with public order. Write an essay that describes this challenge facing the criminal justice system and provide examples of how that challenge may impact the system. APA format and citations are expected.
2. Discuss the history of Victim's right legislation and the involvement of the victim in the Criminal Justice Process. Explain your response. APA format and citations are expected.
3. Distinguish between restorative justice and retributive justice. APA format and citations are expected.

Essays should be brief and succinct. They should have a well- developed Introduction, transitional or bridge sentences, as well as supportive detail sentences. A conclusion should restate your intent. If you are uncertain about writing an essay please see me for more specific direction or **avail yourself to the writing center or TASC services.** **Be sure they are word processed and include both internal citation and a work cited page. APA format is required.**

Mini research and Oral:

- Students will be required to research a section of the courts (TBA in class) and then present findings to class. The teaching of the court section belongs to you as a group. I will be available for questions and to provide information on resources. More discussion will take place in class

- **Research and oral Presentation: students will submit only a final thesis statement and citation page.**
- **Orals Presentations Topics will be discussed in class.**
Students will select an area of Criminal Justice that they would enjoy researching. This will be a group activity. The group will work together during the semester to put the work together; gather research and present a short oral presentation on their topic. We will work on these periodically during class time. Much more instruction will take place during class time.

Writing Issues: All work will be reviewed for proper APA format. Students who are unclear about when and how to apply APA should speak with me or **seek the assistance of the tutoring center or writing center.** I will certainly discuss this in class as well.

NO LATE ASSIGNMENTS ACCEPTED.

Statement Regarding Digication and Assessment

All students are required to maintain an online learning portfolio using a Three Rivers Community College designed template; e-portfolio/digication

Please be advised that the Three River's General Education Assessment Team will select random works from the student submissions.

Criminal Justice Students are urged to select the privacy level restricted to viewable by self or viewable by Three Rivers Community. Avoid placing your documents on the internet.

You will locate the e-portfolio-digication tutorial by accessing the

- TRCC homepage
- Clicking the link to learning resources.
- Scrolling to e-portfolio/digication icon.

You will enter essay #3 into e-portfolio/digication

Please submit proof of submission with your essay.

Institutional and course policy statements:
Disabilities Statement:

Disabilities Statement

Students with disabilities are guaranteed reasonable accommodation under the provision of the ADA of 1992. Disclosure of a disability must be voluntary. In instances where students have disabilities that are not discernable, valid and reliable documentation to verify eligibility for accommodation is required and must be submitted to the Student Development offices of Student Services. Please call **860-215-9017** for more information or to schedule a confidential meeting with one of our disability service providers.

Final Grade Scale

A	=	94 - 100
A-	=	90 - 93
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	00 - 59
W	=	Withdrawal
I	=	Incomplete
P / F	=	Pass / Fail
AU	=	Audi

College Withdrawal Policy

Withdrawal

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the College. **The deadline for Withdrawal Fall 2017 is December 11,**

Instructor's Attendance Policy

Consistent attendance at class meetings is crucial to success in this course. You are expected to attend all classes in order to receive full benefit from instruction. Attendance will be taken at all class meetings.

Gratuitous cutting is strongly discouraged. Your instructor will counsel you to withdraw if you exhibit poor attendance and or punctuality. Poor attendance is defined as anything beyond 6 hours of class. You are urged to contact your instructor prior to missing a class. **YOU are responsible for all lecture or class notes and all work missed during your absence. YOU are encouraged to get contact information from a classmate to ensure you have access to all missed material.**

Academic Dishonesty

Definitions of Academic Dishonesty

General Definition

(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork environment

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor (e) violating the ethical principles common to professional researchers, including

violation of confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research

Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

Email Communication

Email communication with your professor's should be constructed using proper English at all times. There should be NO slang or vulgarity; it should include a proper greeting.

When emailing please include the title and section of the course to which you are referring. Keep your email on topic. Do not assume that your instructor has received your email. If you do not receive a response within 48 hours you may need to contact your professor in a different way.

Please remember that I will not return emails from Thursday at 6:30 through Monday afternoon.

Early warning notification:

Students experiencing academic difficulty and/or chronic absenteeism will be notified of their class standing.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

**UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX
STATEMENT OF POLICY:**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: