

#30095

## Introduction to Criminal Justice

Monday evening: 6:00 – 8:45

Room M0311

Professor Tricia Sauter

[psauter@trcc.commnet.edu](mailto:psauter@trcc.commnet.edu)

(860) 892-5739

Office Hours: Monday 11:00 – 12:00

Wednesday 11:00 – 1:00

**Or by appointment for evening students**

**Text:** Schmarleger, F., (2008) (7<sup>th</sup> ed.) Criminal Justice: A brief introduction.  
N.J. Pearson Prentice Hall.

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

## **CJSK 101: Introduction to Criminal Justice**

Pre-requisites: Placement test score of ENGK101 or completion of ENGK100 with a "C" grade or better.

Co-requisite: ENGK101 is recommended.

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.

### **Rationale:**

The purpose of this course is to introduce the student to the criminal justice system. Students have the opportunity to learn its traditions, jargon and mandate. They will be able to evaluate its purpose and role in contemporary society. Additionally, students will focus on developing reading, writing, research and study skills. Students will have the opportunity to meet the challenge of college-level writing in an area conducive to learning those skills.

### **Objectives:**

- Students will recognize the historical perspective of the system and view the system as a dynamic function of a changing society.
- Students will discuss issues related to cultural diversity, prejudice, ethics and professionalism in the criminal justice system.
- Students will discover their learning styles and complete a personality inventory. They will be able to translate that information into meaningful and efficient learning and studying skills.
- Students will research and articulate views that may contradict personal views and will understand that objectivity, critical thinking and openness to new ideas and opinions are critical to success in the criminal justice system.
- Students will cooperate in collaborative learning activities to research, organize and deliver an oral presentation.
- Students will communicate with Criminal Justice professionals and discuss issues within our local subsystems.

**Course Outline:**

- 9/8 Syllabus review: Student Expectations: Community Building.
- 9/15 Learning efficiently – Working smartly & Group placements
- 9/22 **Thames LRC:** Research to decide topic and develop thesis statement.
- 9/29 Crime: Read ch1-3 Outline due
- 10/6 **Quiz #1 9/8 – 9/29:** Discuss Research topics and review thesis statements
- 10/13 NO CLASS: COLUMBUS DAY
- 10/20 Police **Essay #1 Due**
- 10/27 Police – Chapter 6 outline due Quiz#2 due
- 11/3 Court Assignment: Discussion of mini-research
- 11/10 Court cont
- 11/17 Court Ch 7-9 outline due: **mini research oral due**
- 11/24 Research check-up group work **Essay #2 Due**
- 12/1 Corrections
- 12/8 Corrections ch 10-12 outline due Quiz # 3 due
- 12/ 15 **Oral presentations Essay #3 Due Research paper Due**
- 12/22 **Orals** Continued.

Instructor reserves the right to modify the course outline at any time.

**Grade Distribution:**

- Chapter Outlines (4) =20%
- Essays (3) = 30%
- Research/orals (1) = 25%
- Quiz (3) = 15%
- Mini research (1) = 10%

Specific direction for each assignment will be distributed in class. Students remain responsible for ensuring that they get the necessary information to complete the assignment and that the assignment is submitted on its due date. Late assignments will not be accepted.

## **Institutional and course policy statements:**

### **Disabilities Statement:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

### **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	=	Audit

## **College Withdrawal Policy**

A verbal “drop or withdrawal” from course(s) will be accepted through the 10<sup>th</sup> week of classes in accordance with the designated withdrawal deadlines. Students will need to provide the following information: full name, address, date of birth, student identification number and social security number, course reference number (CRN), description/subject and instructor’s name, if VA / FA benefits, Verbal drops or verbal withdrawals are processed through the Registrar’s Office and Subase site ONLY.

## **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.

Gratuitous cutting is strongly discouraged. You are permitted to miss up to six hours (two 3-hour classes) of class time for illness or personal business. A student who must miss more than six hours should formally withdraw from the course through the Registrar’s Office to avoid penalty. Students who miss more than six hours and who do not formally withdraw may receive an “F” for the course. Students having attendance problems should speak with the instructor before taking any action.

## **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.

### **Early warning notification:**

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