

Item # 30462

CJS K294 Contemporary Issues in Criminal Justice

Friday 8:00 – 10:45

Room: TRCC E225

Office Hours:

Monday 11:00 – 12:00
Wednesday 11:00 – 1:00

Telephone: (860) 892-5739

Email: psauter@trcc.commnet.edu

Text: None Required

Course Description

CJS* K294 (formerly LAW K220)

3 CREDIT HOURS

CONTEMPORARY ISSUES IN CRIMINAL JUSTICE

*Pre-requisite: CJS * K101*

This course is designed for students with a solid foundation of knowledge and exposure to practices in the field of Criminal Justice. The course provides students with opportunities to examine current issues in law enforcement, the judicial system and corrections through discussions with experts in the field. The focus and content of the course will change each year to reflect the changes in political and social thoughts and their impact on public policy.

A statement of educational philosophy and the seminar experience:

“ Educations should promote growth of the whole person, not solely focus on cognitive development...teaching [and learning] depends on our growth and health not only intellectually but also psycho-emotionally and spiritually...each of us has different needs or interests in regard to these three domains – thus whatever we do in this class will be personalized and/or built on choices. Learning and growth involves personal responsibility. You must reflect, plan act and assess. As we identify your learning goals or opportunities, then you have an obligation of pursuing and achieving them. At some point you must choose to own your learning.” Pp50-51*

This is a seminar course. In a seminar course the student raises their role as learners to include teaching what they have learned with other members of the seminar. The instructor of the seminar course becomes the facilitator, time keeper, an additional resource and, of course, the final evaluator.

The course description has identified for us very broad parameters for content: Current issues in Criminal Justice. The first several weeks of the course will be spent reflecting on what issues you want to explore and planning how best to learn and teach in those areas. As facilitator I have mapped out only the first six weeks of the course. We will all work together to plan the remaining nine weeks. It is my hope that we will learn and laugh and debate and teach each other great things. Thank you.

*O'Brien (et al)(2007) The course syllabus: A learning-centered approach
San Francisco, CA., Jossey-Bass

Course Outline

- 9/5 Syllabus/explanation of seminar/Name Game
- 9/12 Current issues important to Criminal Justice Professions
Written work: Students will come to class prepared to identify three issues, define the parameters of the issue and advocate for the issue.
Class outcome: Topics will be decided and groups/teams selected.
- 9/19 Students will meet in the **Thames LRC** to research issues. This research will be used to provide students with enough information to form the basis of a thesis statement around the issue. Additionally, the literature review should ascertain that there is enough information on the topic to make the issue viable for further work.
- 9/25 Each team will present the research question/hypothesis/thesis statement.
Written assignment: Students will write out the question, define each of the variables or concepts to ensure clarity.
Class outcome: students will double check each research question for measurability and clarity. We will extract conceptual frameworks and identify the context into which the work fits. Learning Outcomes will be developed for each of the issues.
- 10/3 The book report. Students will come to class prepared to identify a book which relates in some way to the issues of the semester.
Written work: a brief synopsis of the book and the reason they think the book will contribute to the understanding of the semester's issues. They identify the credentials of the author(s). All books must be written within last five years or have permission of the facilitator to use it.
Class outcome: The seminar members will assess the validity of the book for the class and decide to accept or reject the selection.
- 10/10 Build the syllabus. Utilizing a standard strategic planning process students will be ready to build the plan for the remainder of the semester. That plan will include the following:
 - How do we order the issues to build our knowledge?
 - How should each issue be presented?
 - How do we integrate the reading into the course?
 - How do we wish to be evaluated?
 - How should each evaluation be weighted?
- 10/17
- 10/24
- 10/31
- 11/7
- 11/14
- 11/21
- 11/28
- 12/5
- 12/12
- 12/19

Facilitator's requirements and expectations:

Zero tolerance for Academic Dishonesty: If you are unclear about APA style, tutorials may be provided at your request. It is your responsibility to read the policy on Academic Dishonesty that is included in the syllabus.

The content of your presentation will be weighted exactly the same way your presentation is weighted. IN a seminar course they are equally important. The class will decide the actual weights.

Peer evaluation will be built into all activities using evaluation forms or rubrics. These forms will be distributed during class.

The attendance policy will be strictly enforced as a seminar course requires your strong commitment to the community of learners.

"During this course we will discuss many issues that are relevant to the behaviors and/or beliefs of Criminal Justice professionals. Some issues may be controversial and may lead to disagreements of opinion and personal beliefs. It is important that these differences be discussed and addressed and that these exchanges are conducted in an environment that affords mutual respect and dignity for all [class members]" p.84*
As facilitator, I will do my best to ensure that the dialogue is respectful. If at anytime, you feel disrespected, are offended or unsettled in anyway by the conversation, feel free to say that so there is the opportunity to address your needs. If you are uncomfortable about speaking out, feel free to contact me privately, even anonymously so that the problem may be addressed. We should all work together to promote respectful dialogue.

*O'Brien (et al)(2007) The course syllabus: A learning-centered approach
San Francisco, CA., Jossey-Bass

Policy Statements

Disabilities Statement

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see one of your instructors as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough.

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.

Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the unacknowledged use of another person's **words** or **ideas** in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course.

Academic Integrity Policy (Revised 8 January 2003)

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

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.

Class Attendance Policy

Instructional staff assigned to all sections of credit bearing courses at Three Rivers is required to take attendance at each class meeting and retain accurate records of attendance for at least three calendar years. The manner in which attendance is taken is determined at the professional discretion of the instructor. In certain instances, these records are furnished to the Financial Aid Office and the International Student advisor.

"Regular on-time attendance in this course is expected. There is much that happens during class time that adds to your educational experience beyond what you can learn from just reading and writing in solitude. **To come to college is to join a community of learners.** An athlete who does not attend practice risks losing his/her position on the team. A musician who does not attend rehearsals is usually not allowed to participate in the performance. So, too, it is questionable whether students who develop the habit of missing classes are really part of the class and therefore deserving of credit. Here, then is the attendance policy of the course." (p.79)

Attendance Policy

"I will send around an attendance sheet at the beginning of each class. You are responsible for making sure you sign the attendance sheet each day. You may miss one class without penalty. Beginning with your second absence you will lose one percentage point from your final cumulative grade. Save your absence for a legitimate emergency. If you are absent I will assume you have a good reason for being gone. Therefore I do not need doctor's notes or other documentation letting me know why you are absent. If a major emergency arises, let me know by email. Excessive absences – three or more – will result in failure for the course.

If you are absent from class you are still responsible for the work assigned that day as well as the information given out that day. Please attempt to contact fellow classmates to find out what you missed before contacting me."(p.78)

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. Students may withdraw in writing or verbally at the Registrar's Office, for any reason until the end of the 13th week of classes. Financial Aid students and International students withdrawing from all courses must notify respectively the Financial Aid Office and the International Student advisor through the end of the semester.

The last day to withdraw for Fall 2008 semester is December 15