

Spring 2018  
13851

## **CJS K100 Perspectives in Criminal Justice**

Monday and Wednesday 1:30-2:45 D211

Instructor: Tricia Sauter  
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**Office Hours:** Tues: 10-10:45 & 12:30-1:45  
Wed: 12:00- 1:15  
Thursday: 10-10:45 & 12:30-1:45

### **Access to the internet and the college email**

Christie, A., (1934). **Murder on the orient express**. N.Y.: Harper Collins  
ISBN: 978-0-06-207350-1

### **CJS100 Perspectives in Criminal Justice:**

This course is designed to prepare you to enter both the academic discipline of Criminal Justice and to allow you to explore possible career paths. All of the content will be Criminal Justice related. Additionally, this course is designed to promote the development of effective college level listening, reading, writing and research skills.

### **The Relationship to the IDS 105 First Year Experience course:**

As you may be aware, TRCC requires almost all first year students to participate in the First Year Experience course. This course has been added to the Program of Study forms and is a graduation requirement.

By successfully completing this course, a recognized equivalency to IDS 105 First Year Experience, you are exempted from the IDS 105 course. As part of that exemption agreement, it is understood that we will all work together to not only satisfy the goals and objectives of the Perspectives course but to recognize and work to satisfy the goals and objectives of the First Year Experience course.

### **Course Goals and Objectives**

#### **Engage in Collaboration with Faculty and Staff to define academic strengths and weaknesses.**

1. Define personal learning styles, personality style and motivation for learning.
2. Apply effective strategies for learning
3. Engage in support services for advising, time management and academic goal setting

#### **Related IDS K105 Goal or objective:**

- Make a positive and productive transition to college life
- Develop proactive coping skills and behaviors
- Actively and effectively participate in group assignments and discussions
- Participate in activities/community function on the TRCC campus.
- Understand, articulate and apply self- assessment and decision making skills in achieving family, educational, career and personal goals.

#### **Explore Career opportunities and requirements for hire within the Criminal Justice System.**

1. Engage in career counseling, and exploration
2. Take at least one career inventory to describe the self at work
3. Research and present a single career opportunity from a Global, National and State perspective

#### **Related IDS K105 Goal or Objective:**

- Establish personal, career and academic goals, with an understanding of are the obstacles to these goals.
- Become aware of and develop attitudes towards tolerance and acceptance of diverse groups and their opinions.

#### **To engage in Critical Thinking**

1. To analyze information to determine its quality and utility.
2. To summarize, analyze, evaluate and use argumentation and persuasion.
3. To utilize inductive and deductive thought processes.

**Related IDS K105 Goal of Objective:**

- Understand, articulate and apply the elements of reasoning
- Formulate appropriate questions and hypotheses
- Use information presented quantitatively to further academic work
- Identify, extract and interpret numerical data from various sources.

**To retrieve, evaluate, and use information effectively.**

1. To identify information needed to answer questions
2. To access information efficiently
3. To evaluate information and its sources for specified purposes

**Related IDS K105 Goal of Objective:**

- Learn and employ strategies that avoid plagiarism

**To understand and convey ideas in diverse contexts using reading, writing, speaking and listening**

1. To comprehend and evaluate written passages.
2. To write clearly.
3. To speak Clearly
4. 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.**

## Course Outline:

1/17	Review of course syllabus Review of assignments: Newspaper and reading journal	
1/22	Quiz on syllabus and community building	
1/24	Review of Learning Style/	Bring Learning Style Information
1/29	Time Management	
1/31	Critical Thinking Activities	
2/5	Elements of reasoning/ Intellectual Character traits/	
2/7	Group study skills	
2/12	Quiz on Critical Thinking/	
2/14	Ethical reasoning Activities	
2/19	Deviance lecture	
2/21	Lecture continues	Critical Thinking Assignment Due
2/26	Quiz on Deviance lecture// Career exploration Assignment distributed	
2/28	Strategic Planning Begins	
3/5	Academic Issue/ Gen Ed;	Career Assignment DUE
3/7	Program of Study//Planning to Graduate?	
3/19	Exploring Transfer institutions for Strategic Plan (LAB)	
3/21	Collaborative Problem solving....Putting the puzzle together	
3/26	Advising for registration: Getting the paperwork completed	
3/28	<i>No Formal Class. Put the Strategic plan together.</i>	
4/2	FURLOUGH	
4/4	In class Registration	Submit Time Management &Strategic Plan
4/9	Active Reading / Outline in class essay #1	
4/11	Writing the Introduction (in class)	
4/16	Peer editing of Essay #1	READING JOURNAL DUE
4/18	In Class Essay #2	
4/30	Peer review of Essay #2	Submit essay #1
5/2	Poster development	
5/7	Presentations	Submit essay #2
5/9	Presentations	
		Posters due at time of presentation
Instructor reserves the right to modify the syllabus.		

**IF YOU MISS A CLASS Session YOU are responsible to get all information and assignments. Please get a class partner with whom you are able to share information.**

**Assignments**

<b>DATE: January 24: Bring in results from Learning Styles Inventory</b>
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Students will take a FREE learning styles inventory and determine whether they are Visual, Kinesthetic, or Auditory learners. They will explore their category to identify what that means

<b>Date: February 12: Quiz on Critical Thinking</b>	<b>10%</b>
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Specific directions will be discussed in class and a handout of written directions distributed

<b>DATE: February 21: Critical Thinking Assignment Due</b>	<b>10%</b>
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<b>Date: February 26: Quiz on Deviance lecture</b>	<b>10%</b>
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<b>Date: March 3: Career Exploration Assignment Due</b>	<b>10%</b>
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Students will identify five (5) career options at the local state or federal levels in the area of Criminal Justice. Specific instructions will be discussed in class

<b>Date: April 4: Time Management and Strategic Plan</b>	<b>20%</b>
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Specific details will be discussed in class and handout of written instructions distributed

<b>Date: April 16: Reading Journal</b>	<b>10%</b>
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Students will discuss a course objective and present a well- developed argument supporting their achievement

<b>Date: April 30: Essay #1 Reading Response</b>	<b>10%</b>
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<b>Date: May 7: Essay #2</b>	<b>10%</b>
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<b>Date: At time of presentation: Academic Poster Due</b>	<b>10%</b>
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**NO LATE ASSIGNMENTS WILL BE ACCEPTED.** If you are going to be absent on a dues date, you may ask your study partner to submit your assignment, or drop the assignment in my mail box or under my office door C240.

## **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 the Critical Thinking Assignment into e-portfolio/digication**

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**Please submit proof of submission with your essay.**

## **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 to schedule a confidential meeting with a counselor. 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 **May 4, 2018** in accordance with the designated withdrawal policy and deadlines:

## **Attendance Policy**

### **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 two class sessions without penalty. 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 – six sessions or more- may 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)

\*Adopted from O'Brien (etal)(2008) The course syllabus: A learning approach.  
San Francisco, Ca., Jossey-Bass.p.78 & 79

**Email communication:** When corresponding via email to your professor you should put your **course name and day/time in subject line**. All communication must be transmitted in Proper English format avoiding the use of slang, or vulgarity. Communication should be kept brief and to the subject at hand.

Do not assume that your email has been received. If you do not receive some reply within 48 hours chances are it was not received. Personal email, especially yahoo, often goes to junk mail.

**Remember that email will NOT be answered from Thursday evening through Sunday night**



## **Academic Dishonesty PLAGIARISM**

### **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.

## **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:**