

Perspectives in Criminal Justice CJS K100

Syllabus

Tuesday & Thursday 9:30 A.–10:45 A.

Spring Semester 2018

Instructor: Sherry Ziolkovski

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- 2) ***(860) 235-7926 Cell Phone (Leave Message)**

***Three Rivers Community College
Norwich, Connecticut***

- * The above contact information is for your exclusive use in participating in this course. Please use for this purpose only.**

CJSK 100: Perspectives in Criminal Justice

This course is designed to prepare the student to understand the academic discipline of Criminal Justice; allow the student to explore possible career paths; and promote the development of effective college level learning skills (reading, writing, research). All of the content will be Criminal Justice related.

Goals / Objective:

Engage in collaboration with Faculty and Staff to define academic strengths and weaknesses.

Define personal learning styles, personality style and motivation for learning.

Apply effective strategies for learning.

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.

Engage in career counseling and exploration.

Take at least one career inventory to describe the self at work.

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 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

To analyze information to determine its quality and utility.

To summarize, analyze, evaluate and use argumentation and persuasion.

To utilize inductive and deductive thought processes.

Related IDS K105 Goal or Objective:

Understand, articulate and apply 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.

To identify information needed to answer questions.

To access information efficiently.

To evaluate information and its sources for specified purposes.

Related IDS K105 Goal or Objective:

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.

Required Text: Murder on the Orient Express, Agatha Christie; Composition Book.

The Instructor reserves the right to modify the syllabus to best meet the class objectives. Students are responsible for all assignments, work, notes and handouts missed during an absence.

January 18 - Syllabus distributed / Newspaper Poster Assignment / Journaling the Text

January 23 - Discussion on Learning. *Handout Learning Style Inventory Instructions*

January 25 – Time Management *Bring in Learning Style Inventory Results*

January 30 – Goal Setting / Career Exploration

February 1 – Critical Thinking Elements of Reasoning

February 6– Intellectual Character traits

February 8 – *Quiz # 1 on Critical Thinking*

February 13 - *Submit Career Exploration Assignment*

February 15 – Deviance Lecture

February 20 – Ethics and Morality

February 22 – Solving Ethical Dilemmas *Quiz # 2 on Deviance, Ethics and Morality*

February 27 - Work on Critical Thinking Assignment

March 1 – Academic Issues / Gen Ed; POS *Critical Thinking Assignment Due*

March 6 – Planning to Graduate? Planning to Transfer?

March 8 – Research on Transfer Institutions (Lab)

March 13 - Spring Break - No Classes

March 15 - Spring Break - No Classes

March 20 – Discuss findings / problems in class

March 22 – Developing an Essay / Internal Citation and Plagiarism

March 27 - In Class Writing

March 29– Peer editing of Introductions

April 3 – Presentation of strategic plans

April 5 – *Strategic Planning Assignment Due*

April 10 – Class discussions of final project

April 12 – Class discussion on Project Options *Submit Essay #1.*

April 17 – Outline in class Essay #2

April 19 – In class writing essay #2

April 24 - Academic Poster Peer review

April 26 – *Submit Essay #2*

May 1 - Poster Presentations (Academic Poster Due)

May 3 - Poster Presentations (Academic Poster Due)

May 8 - Poster Presentations (Academic Poster Due) *Reading Journal Due*

May 10 – Last Class – All Work Returned

Grade Distribution:

Career Exploration Assignment – 10%

Critical Thinking Assignment – 10%

Quiz #1 (Deviance Lecture) – 10%

Quiz #2 – 10%

Strategic Planning– 20%

Essay #1 – 10%

Essay #2 (Reading Response) – 10%

Academic Poster – 10%

Reading Journal – 10%

<u>Assignment Specifics:</u>

Quiz:

Quiz #1 and #2 will be in-class.

Essay:

Essay #1: A reading handout will be given for this assignment and discussed in class prior to completion of this essay.

Essay #2: A reading response handout will be given for this assignment and discussed in class prior to completion of this essay.

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.**

Assignments:

Students will complete three (3) separate assignments during this semester based on Career Exploration; Critical Thinking; and Strategic Planning.

Students will have two (2) on going assignments throughout the semester to complete. The first will be to gather information on current events that affect Criminal Justice. The student must collect three (3) distinct pieces: one (1) from the state; one (1) from the national news; and one (1) from global events. This must be complete for each month (September, October, November and December).

At the end of the semester the student will construct an academic poster in which they display and speak to the article(s) that had the greatest effect on them as a Criminal Justice student.

Periodically, you may be called upon, during class to describe a news item you found interesting. Be sure to keep the articles accessible so you can participate when called upon.

The second assignment will be to keep a journal as you read the assigned book and the journal will be submitted at the end of the semester. Journal format will be provided.

Oral Presentations: Students will construct an academic poster in which they display and speak to the article(s) on current events in Criminal Justice they have gathered during the semester. More information 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 assistance of the tutoring center or writing center.** This certainly will be discussed 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 assessing the:

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

Institutional and course policy statements:

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.

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.

Cellular Phones

Students are notified that cellular phones 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, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

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

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 lectures 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

Definition 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 material's belonging to the community partner or instructor, € 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.

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.

Early Warning Notification

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

Board of Regents for Higher Education and Connecticut State Colleges and Universities Policy Regarding Sexual Misconduct Reporting, Support Services and Processes Policy:

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."

Title IX Statement of Policy: "Title IX of the Education Amendments Act of 1972 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 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 educational programs and activities."

Please Report Student Incidents to: Student Diversity and Title IX Coordinator

Admissions Welcome Center * Office A116 574 New London Turnpike, Norwich CT 06360