Contemporary Issues in Criminal Justice

CJS 294
Fall 2015

Three Rivers Community College
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Norwich, Connecticut 06360

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Office Hours:

M/W 9:00 to 1:00

I.   **Course Title:** Contemporary Issues in Criminal Justice

II.   **Course Information:**

   A. CJS K294

   B. Room: D 215

   C. Day/Time: T/R 2:15 to 3:15 PM

III.   **Course Description:**

This capstone 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 thought and their impact on public policy.

IV.   **Course Goals:**

   Goals and Objectives:

   1. Students will apply a multidisciplinary approach to issues/topic areas as they analyze, evaluate, and project contemporary trends in criminal justice.

   A. Select, research, discuss, and draw conclusions on contemporary issues in criminal justice.
   B. Collaborate with peers in work sessions, academic discourse, and assessment of work.
   C. Reflect on and apply the body of knowledge and skills acquired in the Criminal Justice program curriculum to the work of this course.

   2. To analyze and evaluate argumentation and persuasion to evaluate, improve, refine, and refute it.

      A. To acquire and analyze information to determine its quality and utility.
      B. To recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.
      C. To summarize, analyze, evaluate, and use argumentation and persuasion.
      D. To utilize inductive and deductive thought processes.

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

      A. To identify information needed to answer questions.

B. To access information efficiently.

C. To evaluate information and its sources for specified purposes.

D. To apply ethical, social, and legal principles when accessing and using information.

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

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

A. To comprehend and evaluate written passages.

B. To write clearly.

C. To speak clearly.

D. To understand lectures, arguments, and other speech.

V.   Instructional Methods:

A. Seminar

B. Discussion

C. Written Analysis

VI.   Required Text:

Taking Sides (Crime & Criminology), 11th Edition, 2014, Thomas J. Hickey, McGraw-Hill, ISBN 978-0-07-813959-8.

Investigation of the Ferguson Police Department, Department of Justice, United States Civil Rights Division, 2015.

Investigation of the Seattle Police Department, Department of Justice, United States Civil Rights Division, 2011.

VII.   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 860-215-9289. 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.

VIII. <u>Course Outline:</u>

The following is a tentative class schedule. This is subject to change depending on the time required to cover the material and the needs of the students.

IV. <u>Course Outline:</u>

Week #1 – Sept. 1/3, Introduction to Course& Instructor, Article 1.2

Week #2 – Sept. 8/10, Articles 1.3 & 1.4

Week #3 – Sept. 15/17, DOJ Report Seattle PD, Paper Workshop

Week #4 – Sept. 22/24, Articles 2.1 & 2.2

Week #5 – Sept. 29/Oct. 1, Articles 2.3 & 2.4

Week #6 – Oct. 6/8, Article 2.5 & Paper Workshop

Week #7 – Oct. 13/15, DOJ Ferguson PD Report

Week #8 – Oct. 20/22, Articles 3.2 & 3.3

Week #9 – Oct. 27/29, Articles 3.4 & 3.5

Week #10 – Nov. 3/5, Articles Paper Workshop & 4.2

Week #11 – Nov. 10/12, Articles 4.3 & 4.4

Week #12 – Nov. 17/19**, Paper Presentations**

Week #13 –Nov. 24, **Paper Presentations, No Class on 26th**

Week #14 – Dec. 1/3, **Research Paper Due**

Week #15 – Dec. 8/10, Articles 5.1 & 5.2

Week #16 – Dec. 15/17, Article 5.3 and Course Wrap-up

XI. <u>Evaluation Procedures</u>

Your final grade will be determined by a combination of exams, a research paper, and class participation. Reports on Ferguson and Seattle PD's must be two of the required 15.

Reaction Papers	300	(15 at 20 points each)
Research Paper	300	
Paper Presentation	100	
Attendance	300	(30 meetings at 10 points each)

Research Paper: The paper must be at least eight but no more than ten pages long. A topic approval form must be submitted to the instructor by September 17th. The paper must have at least five references; one reference must be from an academic journal the rest must be from academically acceptable sources. The paper will be a comparative study of the U.S. criminal justice system to another country as selected by the student.

Late papers will be penalized 10 percentage points per week or part thereof.

The paper will be in APA style and will be written in Times New Roman 12 point type with standard margins. The paper will include a cover page that notes the title of the paper and all the relevant course and student information. Failure to use the APA format will result in an automatic 25 percentage point reduction in the paper grade.

The paper presentation will be 15 to 20 minutes long. A rubric for the presentation portion of the grade will be provided in class.

Grades: All grades will be posted on Blackboard. The grades will be expressed in a point value. For example: an exam is worth 300 points, a grade of between 0 and 300 points will be recorded. The total amount of points earned during the semester will correspond to the grade scale listed below.

X.   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

XI.   College Withdrawal Policy

Students may withdraw from a course by December 14th, by completing a withdrawal form. The form must be submitted to the Registrar's Office.

XII.   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. As a seminar based course it is imperative that you attended and participate in the discussions. You are allowed one missed class sessions. Missed classes in excess of the one allowed, will result in a 10 point reduction in the attendance portion of your grade per absence.

XIII.   Academic Dishonesty

Conduct which as its intent or effect the false representation of a student's academic performance and/or knowingly and intentionally assisting another student to do so in any way constitute academic dishonesty. In the event of academic dishonesty, the College's policy will be enforced.

XIV.   Electronic Devices etc.

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.

XV. Digication Portfolio

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.