

#30095

Introduction to Criminal Justice

Tuesday: 6:00 – 8:45

Room D211

Professor Tricia Sauter
psauter@trcc.commnet.edu
(860) 892-5739

Office Hours: Monday 2:30 – 3:30

Thursday 3:30 – 5:30

Or by appointment for evening students

Text: Schmarleger, F., (2008) (7th 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.

Goals/objectives insert: Assessment “at the introductory level”

Analyze and understand diverse social, political, historical and cultural institutions and trends and the impact on the evolution and dynamics of the criminal justice system

- Examine the affect of historical events and trends on the development of the system
- Evaluate the impact that social, political and cultural institutions have on individuals and the system past present and future.

Recognize the relationship of the U.S. Constitution and Bill of Rights on the daily lives of citizens

- Understand the role of the executive, judicial and legislative branches of government and how they affect change in the Criminal Justice system
- Distinguish between Common law and statutory law and describe how each is used in the system

Analyze and evaluate argumentation and persuasion to evaluate, improve refine and refute it.

- Acquire and analyze information to determine its quality and utility
- Recognize parallels between and among disciplines and apply knowledge, skills or abilities learned in one discipline to another
- Utilize inductive and deductive thought processes

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

- Identify information needed to answer questions
- Access information efficiently
- Evaluate information and its sources for specific purposes
- Apply ethical social and legal principles when accessing and using information

Understand and convey ideas in diverse context using reading, writing, speaking and listening.

- To comprehend and evaluate written passages
- To write clearly
- To speak clearly
- To understand lectures, arguments and other speech

Course Outline:

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

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:

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 383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

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

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. The deadline for Withdrawal Fall 09 semester is 12/09/09. Please speak with instructor prior to withdrawal.

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.