

30404

CJSK107 Perspectives in Criminal Justice

Monday/ Wednesday 1:00 – 2:15

ROOM E227

Instructor: Tricia Sauter
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(860) 892-5739

Office Hours: Monday 2:30-3:30
Thursday 3:30- 5:30

Text: None
2" three ring binder
Access to the internet and an email address

CJSK100 Perspectives of Criminal Justice

Placement scores indicating Eng100 or better.

Designed to provide skill development while focusing on topics germane to the criminal justice system. Students will explore learning styles, enhance reading skills and develop college level writing skills in an arena which concentrates on exposing them to historical perspectives and contemporary law enforcement, the court system, and corrections.

Goals and Objectives: Assessment at the Introductory levels

Engage in collaborative with Faculty and Support Services to assess academic strengths and weaknesses.

- Identify and define learning style, evaluate affective levels and practice time management skills.
- Describe and practice effective strategies for learning
- Schedule opportunities to engage learning//advising//counseling support services

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

- Engage in Career counseling
- Inventory career titles and descriptions
- Choose a specific career goal and research that path in-depth
- Articulate findings to the class

Analyze and evaluate argumentation and persuasion, at the introductory, level to evaluate, improve, refine and refute it.

- Acquire and analyze information to determine its quality and utility
- Summarize, analyze and evaluate argumentation and persuasion
- Utilize inductive and deductive thought processes.

To understand and convey ideas in diverse context using reading, writing and listening.

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

Course outline:

Instructor reserves to right to modify as necessary or appropriate.

8/26 Course Orientation/Q&A session

8/31 Class expectations/agreements

Bring list of behavioral expectations

Raise questions on Syllabus

9/2 Who am I as a learner?

Bring Learning Style Inventory/Keirsey results

9/7 Learning in the college environment

Student /Faculty responsibilities

9/9 Components Essay

Essay describing who you are as a learner

Bring binder/dividers/ materials for portfolio

9/14 Note taking/ Intellectual Character Traits

Nosich Handout

9/16 Why questioning is so vital?

The components of reasoning

9/21 Character traits necessary for Criminal Justice

9/23 Reasoning/discretion/ Problem Solving in Criminal Justice

9/28- Tying it all together

9/30 Quiz#1 to include all learning from 8/27 – 9/29

Discussion and Questions from reading

Essay on Character traits

Come prepared to discuss content.

Create five Questions the essay raised for you.

10/5-8 Conferences:

10/12 Information Literacy: REPORT TO COMPUTER LAB

Begin career exploration section

10/14 Report to Library

Select a journal article

10/19 Active reading BRING JOURNAL ARTICLE

10/21 NO FORMAL CLASS:

Submit Article review

10/26 Have portfolio ready for review.

10/28 Goal setting and strategic planning

Have Career selected

11/02 Start work Career options

11/04 Conferences

Bring draft of plan to conference

11/9 NO CLASS

Schedule conference with counselor

11/11 Plot out oral presentation of PLAN

between 11/02- 11/

11/16 **ORAL PRESENTATIONS**

11/18 **ORAL PRESENTATIONS**

12/02 Crime Lecture

12/07 **Quiz on lecture**

READ CHAPTER 1 of text

12/09 develop questions from reading

Submit chapter review questions

12/14 In-class writing

12/16 **Quiz on Chapter 1**

Submit Portfolio

Assignments:

- There are 3 exams 25%**
 - There are 3 essays 30%**
 - There is 1 oral presentation 15%**
 - Portfolio development 10**
 - There are 12 career profiles 15%**
 - Text review questions 5%**
 - Meeting with counselor and taking career inventories 10 extra points
- Assignment s will be explained in class.**

Students are urged to contact the instructor ANYTIME there is question about an assignment; you need clarity or do not know how to do the assignment. This class is designed to SKILL BUILD. Please do not hesitate to contact the instructor for assistance either in person or via email.

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

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 383-5217 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. The deadline for Withdrawal Fall 09 semester is 12/09/09. Please speak with instructor prior to withdrawal.

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 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, (6 hour) 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

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.