

31238

31481

CJS K100 Perspectives in Criminal Justice

Monday & Wednesday 2:00 – 3:15

Tuesday & Thursday 11:00 -12:15

Instructor: Tricia Sauter
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(860) 892-5739

Office Hours: Thursday 2:30 – 5:30

Student Handbook
2" three ring binder
Access to the internet and an email address

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.

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

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

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.

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

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.

Course Outline:

Week 1	Review of course syllabus....community building
Week 2	Who am I as a learner? Bring test results and information to class.
Week 3	Building the essay. In class writing. What is criminal Justice?
Week 4	Reading.... How do I read a text? Essay #1 due. Topic: Identify and describe your area of interest in criminal justice. <i>Distribute the chapter from Intro to C.J. text</i>
Week 5	Quiz #1 on Chapter from text. Listening/ note-taking skills...Games
Week 6	Lecture on Crime
Week 7	Quiz #2 on lecture/Time Management assignment discussed
Week 8	TM continues...Advising /registration/ Plan of Study discussion and assignment
Week 9	Library session...journal article selection
Week 10	Ethical behavior, respect and diversity In class writing
Week 11	Quiz# 3 & Determine student interest areas for group work.
Week 12	TM project Due: The research process/ Building the thesis/credibility of sources
Week 13	Group work begins/ discussion of progress Essay # 2 Diversity Issue
Week 14	How to plan an oral...use of technology
Week 15	Presentation of Group work

Instructor reserves the right to modify the syllabus.

Assignments:

Essay: There are two assigned Essays	1st essay = 5% 2 = 20%
Quiz: There are three tests	30%
Time Management Assignment:	10%
Advising/ Registration/ Plan of Study assignment	10%
Group work presentation:	10%
Portfolio with Career Descriptors	15%

Students are urged to contact the instructor ANYTIME there is question about an assignment, if 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.

IF YOU ARE ABSENT FROM CLASS, YOU ARE RESPONSIBLE TO GET ALL HANDOUTS AND ASSIGNMENTS.

You are urged to use the “buddy system” and maintain at least one peer contact from the course to be certain that you are able to get notes, handouts and any other class work in case you are absent.

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 at 383-5240. 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 **December 9th** in accordance with the designated withdrawal deadlines. Students will need to provide the following information: full name, address, date of birth, student identification number and social security number, course reference number (CRN), description/subject and instructor’s name, if VA / FA benefits, Verbal drops or verbal withdrawals are processed through the Registrar’s Office and Subbase site ONLY.

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 third absence you may 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 – six 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

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.

