

31482

30093

Introduction to Criminal Justice

Monday & Wednesday 3:30 – 4:45

Tuesday & Thursday 9:30 - 1045

Professor Tricia Sauter

psauter@trcc.commnet.edu

(860) 892-5739

Office Hours: Thursday 2:30 – 5:30

Text: Schmarleger, F., (2009) (8th 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

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:

Week 1	Syllabus review: Student Expectations: Community Building.
Week 2	Learning efficiently – Working smartly <u>Bring in Learning Style Inventory/Kiersy results</u>
Week 3	Library Research to decide topic and develop thesis statement.
Week 4	Crime lecture: <u>Chapter 1, 2, 3 Outline due</u>
Week 5	<u>Quiz #1</u> Discuss Research topics and review thesis statements
Week 6	Police Lecture <u>Essay #1 Due</u>
Week 7	Police – <u>Chapter 6 outline due Quiz#2</u>
Week 8	Court Assignment: Discussion of mini-research
Week 9	Court cont NO FORMAL CLASS
Week 10	Court <u>Ch 7-9 outline due: mini research (court) oral due</u>
Week 11	Research check-up:group work <u>Essay #2 Due</u>
Week 12	Corrections
Week 13	Corrections <u>ch 10-12 outline due</u>
Week 14	Oral presentations <u>Essay #3 Due</u> <u>Research paper Outline/Citations Due</u>
Week 15	Final Exam

Instructor reserves the right to modify the course outline at any time.

Students are responsible for all assignments, work, notes and handouts missed during an absence.

Grade Distribution:

Chapter Outlines	(4) = 20%
Essays	(3) = 30%
Research Outline with citation	(1) = 10%
Oral presentation	(1) = 10%
Quiz	(2) = 10%
Mini research Oral	(1) = 10%
Final Exam	(1) = 10%

Outlines

- outline Chapters 1-3
- outline Chapter 6
- outline chapter 7-9
- outline chapter 10-12

Each outline must be word processed. Be sure you include a full citation of your text at the end of the outline. No late outlines will be accepted.

Essays: TOPICS

- The challenge for any democracy is balancing individual rights with public order. Write an essay that describes this challenge facing the criminal justice system and provide examples of how that challenge may impact the system. APA format and citations are expected.
- Should all crimes have a mandatory sentence. Explain your response. APA format and citations are expected.
- Distinguish between restorative justice and retributive justice. APA format and citations are expected.

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.

Mini research and Oral:

- Students will be required to research a section of the courts (TBA in class) and then present findings to class. The teaching of the court section belongs to you as a group. I will be available for questions and to provide information on resources. More discussion will take place in class
- Quiz #1 on Crime lecture
- Quiz #2 covers Police

- **FINAL EXAM: TBD**
- **Research and oral Presentation: students will submit only an outline and citation page.**
- **Orals Presentations Topics will be discussed in class.**

Students will select an area of Criminal Justice that they would enjoy researching. This will be a group activity. The group will work together during the semester to put the work together, write a research paper and present a short oral presentation on their topic. We will work on these periodically during class time. Much more instruction 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 the assistance of the tutoring center or writing center**. I will certainly discuss this in class as well.

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 2010 is December 9, 2010.**

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. 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 lecture 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

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.