

**Syllabus11703
Spring 2011**

CJS K294 Contemporary Issues in Criminal Justice

Monday & Wednesday 3:30 – 4:45

Room: B114

Office Hours:

Tuesday/Thursday 12:30- 2:00

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Text: None Required

Course Description

This 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 thoughts and their impact on public policy.

**Topic areas for Spring 2011: Data Driven Decision making: Globalism: Ethics: Medical/Stress related issues: "Home Grown" Terrorism

Students are encouraged to add to this list. Course outline will be amended to adapt to student interest.

Goals and Objectives:

Students will apply a multidisciplinary approach to issues/topic areas as they analyze, evaluate and project contemporary trends in Criminal Justice

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

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

- To acquire and analyze information to determine its quality and utility.
- To recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.
- To summarize, analyze, evaluate and use argumentation and persuasion.
- To 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.

- To identify information needed to answer questions
- To access information efficiently
- To evaluate information and its sources for specified purposes
- To apply ethical, social and legal principles when accessing and using information.

To understand and convey ideas in diverse contexts 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*

1/24	Syllabus/Course Explanation/Topics Discussed
1/26	Service Learning Component??????
1/31	Self Awareness
2/2	
2/7	Students present topics and select group members
2/9	
2/14	Contracts signed and strategic plan developed
2/16	
2/21	HOLIDAY
2/23	
2/28	Presentations
3/2	Presentations
3/7	Presentations
3/9	Presentations
3/21	Students select new group members
3/23	Contracts signed and strategic plan developed Books discussed
3/28	Book discussion
3/30	Book discussion
4/4	Group work No formal class
4/6	Group work No formal class
4/11	Presentation of Book (s)
4/13	Presentation
4/18	Presentation
4/20	Presentation
4/25	Service Learning
4/27	Service Learning
5/2	Service Learning
5/4	Service Learning
5/9	Service Learning Discussion
5/11	Service Learning Discussion
5/16	Reflective Writing Assignment DUE

* Course outline will change as students determine which topic areas they wish to explore.

Evaluation

Seminar courses are designed to provoke group discussion, reflection, and shared knowledge between and amongst members.

Topic areas are arrived at, in this seminar course, through consensus building. **The journey is more critical than the destination** and often we learn more about ourselves and each other as we take that journey.

- 1) The group needs to decide on topic presentation concepts. The group then builds a presentation which focuses on the topic and provides new information to the class.

Information = 15%

Presentation = 15%

- 2) The group will then investigate and select a current book to read and share with the class on a topic. The book should be no more than 5 years old. Book selection must be discussed with instructor.

Information = 20%

Presentation = 20%

- 3) Participation –see policy = 15%
- Group Evaluations

- 4) Reflective Writing Assignment – Rubric grading will be distributed = 15%.

*******Values will change IF the class decides to go into the community for Service Learning**

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.

Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the unacknowledged use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course.

Academic Integrity Policy (Revised 8 January 2003)

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

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.

Class Attendance Policy

Instructional staff assigned to all sections of credit bearing courses at Three Rivers are 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.

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.**

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. Students may withdraw in writing or verbally at the Registrar's Office, for any reason until the end of the 13th week of classes. Financial Aid students and International students withdrawing from all courses must notify respectively the Financial Aid Office and the International Student advisor through the end of the semester. **Last day to withdraw for Spring 2011 semester is MAY 9 2011**

Additional Responsibilities

Students are expected to participate in class discussions, role play and material review. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are expected to practice common courtesy, recognizing each person's right to learn in an atmosphere that is