



**Introduction to Criminal Justice
Central College**

CRIJ 1301-1 Introduction to Criminal Justice

CRN 59116 - Fall 2013

Central Campus – EDC RM 244| Tuesday 5:30-8:30 PM

3 hour lecture course / 48 hours per semester/ 16 weeks

Tuesday 5:30PM - 8:30PM	Ed Dev Ctr Rm A244	Shaka Jones	8/26/2013 - 12/15/2013
----------------------------	-----------------------	----------------	------------------------

Instructor: Shaka Jones

Instructor Contact Information: E-mail: shaka.jones@hccs.edu

Office location and hours

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my classroom anytime before or after class or make an appointment to meet.

Course Description

CRIJ 1301 Introduction to Criminal Justice

History, philosophy, and ethical considerations of criminal justice; crime defined: its nature and impact; overview of the criminal justice system, including law enforcement and court procedures. Designated as Criminal Justice Transfer Curriculum.

Prerequisites

Must be placed into college-level reading and writing or higher.

Course Goal

We will explore the always evolving theme of individual rights versus public order that has been a hallmark feature of Criminal Justice: A Brief Introduction since the first edition. The theme builds on the highest goals of the American criminal justice system, which include achieving a

just and orderly society in which people are free to pursue personal interests while remaining safe and secure.

Student Learning Outcomes

The student will be able to:

1. Define, compare, and discuss criminal justice, the crime picture, and criminal law.
2. Explain the purpose, functions, and process of policing organizations, and the legal aspects, issues, and challenges they face.
3. Discuss the courts, courtroom work groups, criminal trials, and sentencing.
4. Examine the issues and challenges facing the juvenile justice system.

Learning objectives

Students will:

1. Explain the structure of the American criminal justice system in terms of its major components and the functions they serve.
2. Describe the history and nature of the FBI's UCR/NIBRS and National Crime Victimization Survey Programs.
3. Explain the nature and purpose of law, list and describe the five categories of crime, list and describe the eight general features of crime, and discuss the four broad categories of criminal defenses that our legal system recognizes.
4. Discuss the various components of police administration, and describe community policing and police discretion.
5. Identify legal restraints on police action, and list instances of the abuse of police power.
6. Demonstrate why professionalism and ethics are important in policing today.
7. Describe the development of the American court system.
8. Identify the various stages of a criminal trial. And the rolls of the people involved.
9. Describe the five goals of contemporary criminal sentencing.
10. Describe the history of and the advantages and disadvantages of probation and parole.
11. Discuss the major characteristics and purposes of today's prisons and jails.
12. Describe the major problems and issues that prisons face today.
13. Describe the history of the juvenile system and explain the similarities and differences between the juvenile and adult systems of justice.

SCANS or Core Curriculum Statement and Other Standards

Credit: 3 (3 lecture)

As part of the core curriculum, this course is designed to help students develop basic intellectual competencies such as reading, writing, listening, critical thinking and computer literacy.

16 WEEK CALENDAR

WEEK ONE

Introduction

TEXT: *Criminal Justice, A Brief Introduction, Ninth Edition, Schmalleger*

Chapter 1 What is Criminal Justice, quiz

WEEK TWO

Chapter 2 The Crime Picture, quiz

WEEK THREE

Chapter 3 Criminal Law, quiz

WEEK FOUR

Chapter 4 Policing: Purpose and Organization, quiz

WEEK FIVE

Chapter 5 Policing: Legal Aspects, quiz

We will start oral reports at this time

WEEK SIX

Chapter 6 Policing: Legal Issues and Challenges, quiz

WEEK SEVEN

TEST Chapters 1-6

WEEK EIGHT

Chapter 7 The Courts, quiz

WEEK NINE

Chapter 8 The Courtroom Work Groups and the Criminal Trial, quiz

WEEK TEN

Chapter 9 Sentencing, quiz

WEEK ELEVEN

Chapter 10 Probation, Parole, and Community Corrections, quiz

WEEK TWELVE

Chapter 11 Prisons and Jails, quiz

WEEK THIRTEEN

Chapter 12 Prison Life, quiz

WEEK FOURTEEN

TEST Chapters 7-12

Last chance to present Oral Report and turn in any late work

WEEK FIFTEEN

Chapter 13 Juvenile Justice, quiz

Review for Final Exam

WEEK SIXTEEN

FINAL EXAM

Instructional Methods

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning the field of criminal justice, modeling good teaching strategies with mutual discussions of current events around the world will help you connect the information that you learn in this course to the real world of criminal justice in America.

As a student wanting to learn about the field of criminal justice, it is your responsibility to read the textbook, submit assignments on the due dates, study for the exams and quizzes, participate in classroom activities, attend class, keep up with current events, news, etc., and enjoy yourself while experiencing the real world of criminal justice.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in collaborative activities. You will be

involved in discussions with your classmates and your instructor. As you will want to contribute to these discussions, you will need to come to class prepared to discuss, analyze and evaluate information from your text and other assigned readings.

Student Assignments

Quizzes: Will generally be 10 questions each, and will be on Key Terms and Concepts found in each Chapter. They may be in class or take home. The quizzes will assist you in making better grades on your tests and exams.

Tests: Will generally be 50 questions and may be multiple choice, true/false, short answer, or essay. They will be on Key Terms and Concepts found in your chapters.

Oral Report: Oral Reports will be on a topic of your choice as long as it is related to the material covered in the course. You may use Power point, handouts, white board, etc. for your presentation. It needs to be approximately 15-20 minutes in length. Topics must be approved. Your presentation format should include: an introduction (title and your name), a preview of material to be covered, the body of the report, conclusions/summary, site references, and time for questions/comments. It is YOUR responsibility to volunteer for your presentation, remember everyone can not present the last day due to time constraints. If we run out of time before you present, you will receive a “0” and that is 20% of your grade.

Final Exam: Will be comprehensive.

Instructional Materials

TEXT: Criminal Justice, A Brief Introduction 9th Edition, Frank Schmalleger

HCC Policy Statement - ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;

- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of six (6) hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have "lost" the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. **Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. ***Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor. Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable

accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Keep up with current events and news
- Read and comprehend the textbook
- Complete the required assignments oral report, quizzes, tests and exam.

Grading

Your instructor will conduct quizzes, exams, and assessments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

Grading Percentages

Attendance & Participation	10% of your final grade
Tests (10% each)	20% of your final grade
Oral report	20% of your final grade
Quizzes (average)	30% of your final grade
Final Exam	20% of your final grade

I reserve the right to make adjustments to the grading percentages if necessary.

EGLS3 -- Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.