CRM210.897
Introduction to the American Criminal Justice System
Fall 2018 Second Block

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Office Hours: By Appointment

Course Description: This course is designed to educate and enlighten students with an introduction to the primary principles and agencies within the criminal justice system. Primary emphasis will be placed on the branches of law enforcement (police), the adjudicatory system (courts), and correctional supervision (including, but not limited to, prisons, jails, probation, and parole). A central focus will be placed on identifying myths and realities within the criminal justice system. In addition, students will develop an appreciation of issues and dilemmas faced by those working in criminal justice, critically analyze the justice process in American society and its impact on communities and broader society, and explore solutions to pressing problems in contemporary criminal justice practice.

Required Text: Rennison, C. M. & Dodge, M. (2017). *Introduction to Criminal Justice: Systems, Diversity, and Change*. 2nd edition. Thousand Oaks, CA: SAGE Publications, Inc**.**

Course Objectives: This course is designed to enable students to:

- Understand the basic components and philosophical and historical roots of the criminal justice system and appreciate how the roles, purposes, and processes fulfilled by each criminal justice component are integrated into a broader system of justice
- Explore the crime control function of law enforcement, the dynamics of police-community relations, and constitutional implications of police practice, along with various modern issues and challenges which affect the administration of justice in the policing profession
- Examine criminal court and trial processes (including bail, plea-bargaining, trial, and sentencing), the roles of the judge, prosecutor, and defense counsel, and contemporary alternatives to traditional court practices, such as diversion and problem court strategies
- Recognize the roles and functions of the four primary forms of correctional supervision (prisons, jails, probation, and parole), legal and administrative considerations associated with imprisonment, and the varying impacts of offender rehabilitation approaches, such as halfway houses, work-release programs, education services, and vocational training.

General Education Learning Goals and Related Student Learning Outcomes

CRM 210 is a general education course listed as a Public Affairs course, with a focus on Public Issues. The CRM 210 course will meet the required General Learning Goals (GLGs) for the Public Issues area by addressing a number of related Specific Learning Outcomes (SLOs) as described below. The GLGs covered through this course are Goals 1, 2, and 12. The SLOs are notated below in accordance with the numerical indicators provided on the Council on General Education and Intercollegiate Programs (CGEIP) website.
General Goal (1): Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.

SLO 1.1: Identify and follow through on personally and socially relevant problems and reasonable solutions to those problems. Alignment to Course Goals: Students often harbor preconceived notions about criminal offenders and the justice system, which are often based on false or misleading information disseminated through popular culture. During the course students will receive extensive exposure to information on offenders, victims, and criminal justice policies and practices. Particular emphasis will be placed on pressing problems within the field, such as the implications of mass incarceration and reentry, police use of force, plea bargaining, crime rate trajectories, offender recidivism, and victim roles in the justice process. Students will be exposed to and reflect upon the crime problem and its impact on society and current and past strategies for addressing critical issues in criminology and criminal justice.

SLO 1.2: Identify relevant information sources, make reasoned choices among those sources, and open-mindedly follow where those sources lead. Alignment to Course Goals: Students will explore a wide variety of methods involved with collecting and disseminating information on criminal activity, victimization, and criminal justice processes. The strengths and limitations associated with official records, victimization studies, and self-report data will be examined.

SLO 1.4: Analyze evidence, statements, alternative viewpoints, graphics, and other forms of information. Alignment to Course Goals: Students will be challenged to consider and analyze their beliefs and perspectives on the factors that influence criminal activity and how the criminal justice system operates. As part of the course, students will analyze competing explanations behind the purposes of criminal law, philosophical justifications underlying offender punishment and reform, and interpretations of criminal justice organizational goals, roles, and functions. Students will examine the strengths and weaknesses of differing viewpoints on criminal justice issues.

General Goal (2): Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

SLO 2.1: Develop creative and novel solutions to personally and socially relevant problems. Alignment to Course Goals: Students will be challenged to develop their own recommendations aimed at addressing crime-related problems and improving criminal justice policy and practice. Students will be required to critically examine the roots of current crime and criminal justice problems, evaluate the benefits and limitations of existing strategies to correct the problems, and demonstrate how their suggestions will specifically reduce crime and/or enhance criminal justice operations.

SLO 2.2: Take account of novel, alternative, contradictory, and even radical viewpoints in creating new ideas, products, or solutions appropriate to the domain or subject matter. Alignment to Course Goals: When creating the proposals mentioned above for SLO 2.1, students will explore the merits and shortcomings of contemporary solutions to pressing issues facing the criminal justice field, such as modern crime prevention strategies, alternative sentencing practices, offender rehabilitation programming, and problem-oriented policing.

General Goal (12): Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

SLO 12.1: Identify the rights and responsibilities they have in their own communities and the broader society. Alignment to Course Goals: The course will inform students about citizen rights in relation to criminal justice processes. Students will also learn about discrimination issues in policing, the courts, and correctional systems. Exploring these issues will help students identify their personal and social responsibilities for ensuring equality and fairness in the distribution of justice.

SLO 12.4: Recognize the needs of the communities to which they belong and understand how to address those needs. Alignment to Course Goals: Crime is primarily a local phenomenon and heavily influenced by a range of community-level factors. Students will learn how social factors can impair communities and foster criminal activity, which, in turn, will enable students to understand how the inability to address community needs can affect crime. In addition, students will examine how communities can be strengthened to aid crime prevention.

Course Schedule

Week	Date	Topic	Readings
Week 1	October 15	Module 1: Crime, Law, and the Basics	Chapters 1-3
Week 2	October 22	Module 2: Policing	Chapters 4-6
Week 3	October 29	Module 2: Policing	Chapters 4-6
Week 4	November 5	Module 3: Courts	Chapters 7-9
Week 5	November 12	Module 3: Courts	Chapters 7-9
Week 6	November 19	**Thanksgiving**	
Week 7	November 26	Module 4: Corrections	Chapters 10-12
Week 8	December 3	Module 4: Corrections	Chapters 10-12

Format: This course is taught entirely online over four modules which emphasizes lectures, scholarly readings, online discussions, and other activities. As a second block course, we will move relatively quickly in order to cover all of the necessary material in the allotted timeframe. In general, this course is divided into four sections. With the exception of the first module, each module is two weeks in length. In general, there will be an activity designed to meet and assess the above described learning objectives each week. In addition, there will be an overall assessment at the end of each module, limited to only the material for that respective module. You will be expected to complete all activities and each module assessment by the end of that module.

Readings: Each week will include assigned readings from the text in addition to lecture. The schedule above lists the chapter from the text assigned for that week. Any additional readings or resources will be provided to you via the Blackboard page for this course and placed in the folder that corresponds to the week for which they are assigned.

ASSESSMENTS AND ASSIGNMENTS

Module Assessment: Each of the four modules includes an assessment. The assessment will consist of both closed- and open-ended types of questions that cover exclusively the material for that module. Each module assessment must be completed before the start of the next module. Each assessment is worth 80 points.

Journal Assignments: There will be a journal assignment almost every other week, for a total of four journal assignments. Students will be provided a prompt for each journal assignment, and will be

expected to respond to that prompt using correct grammar, while drawing on information from the course material. Each Journal assignment is worth 20 points.

Other activities: In addition to the above, there will be four other activities of varying types for variety. These will include things like discussion boards and reflection papers based on current events and media. Each of these will be worth 20 points.

Pre-test/Post-test: As part of the general education curriculum, it is the responsibility to CRM210 instructors to estimate what knowledge students have acquired upon completing this course. As such, there will be a pre-test and a post-test. These will not count toward the final grade, but are a requirement of this course.

COURSE POLICIES

Grammar: All assignments incorporate writing to some degree. In all instances, students are expected to demonstrate appropriate grammar, spelling, and writing skills for a student in an upper-level course. It should also be noted, that plagiarism will not be tolerated. See below for further explanation on the course policy for academic dishonesty, and examples of plagiarism.

Posting Times: Unless otherwise noted, the material for each module, including the module assessment, will open on the first Monday of each module at noon in accordance with the above schedule. This material will remain available until it is due. Each module will close on Sunday at midnight before the start of the next module. To illustrate: Module 3 will open October 29th at noon. This includes all lectures, assignments, readings, and assessment. This material is due when the module closes on November 18th at midnight, the Sunday before the start of Module 4.

Attendance Policy: In general, excusable absences fall into, but are not necessarily limited to, the following three categories: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances. Some form of documentation is required to demonstrate the reason the absence in order to be excused. Given that this is an online course, and assignments are available for at least a week at a time, extensions and make-ups will only be given under the most unusual of circumstances.

Grading Policy: Each assessment is worth 80 points. In addition, there is either a journal or some other type of assignments each week, each of which are worth 20 points. In total, there are 460 possible points.

Activity	Possible Points
Module 1	80
Module 2	80
Module 3	80
Module 4	80
Assignments	20 x 7
TOTAL	**460**

The standard 10%-based scale will be used to calculate grades as follows:

Grade	Points
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	< 59%

All grades will be calculated based on the number of total possible points and percentages listed here. Blackboard does not necessary calculate grades correctly, so please do not base your perception of your grade on the percentages generated by Blackboard. **I REPEAT, DO NOT TRUST BLACKBOARD TO CALCULATE YOUR GRADE.** In order to calculate your current grade, simply divide the number of points earned so far by the total number of points possible at that moment. If you have concerns about your grade please email me as soon as possible. Do not wait until the last minute.

Please note that since many of the assignments for this course include a written component, it will naturally take longer to return graded work to students. In most cases, graded work is returned within a week, but in some cases may take longer. Please be patient. Additionally, it is not always possible to provide extensive individualized feedback to each student. However, students are strongly encouraged to contact me if they would like more extensive feedback, or discuss ways in which they may improve their grade.

Extra Credit: Extra credit will not be offered on an individualized basis, so please do not ask. If you are concerned about your grade, please contact me as soon as possible because by the end of the semester it will be too late.

Make-up Policy: Since exams will be available for a week at a time, it is expected that all students will be able to complete the exam in that timeframe. Therefore, make-up exams will only be given in the most extenuating of circumstances. But even then, acceptable documentation is of course required. Work schedules and forgetfulness are not acceptable excuses. **Make-up exams will be entirely in short-response format.**

Email Policy: Email is generally the best and most reliable way to contact me outside of the classroom. I strongly encourage all students to email not only about concerns they may have throughout the course, but also things they enjoy or ways the course can be improved. Please use your MSU email for all email correspondence. While I generally respond to emails in a timely manner, usually as soon as I receive them, it is not always possible to respond immediately, especially during the weekend when I am out of the office. **If for some reason I have not responded within two days, please send a follow-up reminder**.

Academic Dishonesty: Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at the Missouri State Website and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

It is the student's responsibility to have read and understood the topics under Academic Misconduct section of the Student Handbook

Plagiarism is particular type of academic dishonesty, and will not be tolerated. Any assignment on which a student is found to have plagiarized will be given a zero. What is plagiarism? By now, everyone should be aware of what is and what is not plagiarism. All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Turning your own work from a different course
- Submitting any portion of the same work to multiple courses
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

For further information and examples of acceptable and unacceptable forms of paraphrasing, Indiana University provides several good examples. This website from Harvard also provides a good analysis of what constitutes plagiarism.

It is assumed that students are familiar with what constitutes plagiarism. **As in law, ignorance is not an excuse**. Plagiarism will result in an automatic zero for that question or assignment, and appropriate steps will be taken.

Nondiscrimination: Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.   Please visit the OED website at www.missouristate.edu/equity/.

Disability Accommodations: If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (https://www.missouristate.edu/disability/), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

Title IX: Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at www.missouristate.edu/titleix/. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the Title IX office.

Mental Health and Stress Management: As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at https://counselingcenter.missouristate.edu/.

Dropping a Class: It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

General Computer and Blackboard Assistance: Only in the most unusual circumstances will computer issues constitute a legitimate excuse for failing to complete an assignment or being unprepared for class. It is every student's responsibility that their computer is in working order, and that they are able to access the internet. Please contact the MSU computer help desk for general computer assistance and technical difficulties with Blackboard: http://helpdesk.missouristate.edu/get-support.htm