

CRM 210-899
Introduction to the American Criminal Justice System
Fall 2018

Instructor: Caryn Saxon

Office: Strong Hall 234

Office Phone: (417) 836-5898

Email: CSaxon@MissouriState.edu

Fax: (417) 836-3200

Office Hours: Mondays and Wednesdays 11:00 a.m. – noon and 3:30 – 5:00 p.m.
Also by appointment.

Welcome to our course! This syllabus will provide you with important information concerning our course, university & classroom policies, required materials, my expectations of you, and what you can expect from me. Please take the time to read our syllabus thoroughly and let me know if you have any questions.

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 Course Texts: We have one required textbook, cited below. Any additional readings will be provided to you by your instructor.

Fuller, J.R. (2019). *Introduction to Criminal Justice: A brief edition*. New York, NY: Oxford University Press.

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.

Classroom & University Policies: Below are important classroom and University policies. Please read carefully.

Late Work

Late work is not accepted in this class unless a specific hardship or emergency warrants an exception. Should an emergency occur that will impact your ability to submit an assignment on time, please let me know right away. If I deem that the situation warrants an extension, accommodations will be made. Please note that it is important to me as an instructor that all of my students are given equal opportunities. Extensions will not be given without careful consideration and appropriate verification.

Final Grades

It is important to me that all of my students are treated equally, fairly, and given the same opportunities to earn points and achieve the grade that reflects their ability and effort. I therefore do not adjust final grades by curving, rounding up or down, or offering certain students extra credit opportunities that are not offered to all students. Once your final grade is accurately calculated, it is final and will not be adjusted or changed. Appeals and requests due to hardship need to be communicated to me at the time of the disabling or distracting event, not after your final grade has been calculated.

Communication

It is important to me that I have good communication with my students. Besides talking to me in person, email is the most efficient way to reach me. I work hard to respond to student emails within 48 business hours. If you do not hear back from me within two business days, please follow up with me. Please do not expect me to email you back on a weekend. Sometimes I will do this, but it is not something you should rely on.

Academic Integrity

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 http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm 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. Any student participating in any form of academic dishonesty (as defined by the university) will be subject to sanctions as described in this policy. Please note that any person plagiarizing will receive a "0" for the assignment and risks the possibility of an "F" or "XF" for the course. This means that you must turn in original work created by you specifically for this course, as well as use quotation marks when appropriate and cite authors that you paraphrase or quote in your papers, assignments, and in our online discussion forums. If you have any questions about what constitutes academic dishonesty you need to ask me (your instructor) and/or refer to the University's policy. Please note that all of your written assignments will be run through Safe Assign in order to check for incidents of plagiarism and duplicate submission.

Statement of 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/. It is personally important to me that we create a learning environment together where no student experiences discrimination due to sex, age, sexual and/or gender identity, race or ethnicity, religious affiliation, political affiliation, or economic status. Please work with me in cultivating and maintaining such an environment, and alert me quickly to any indication of discrimination in our class or campus.

Statement on Disability Accommodation

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.

Cell Phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the university's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Emergency Response Statement

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

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.

Audio and Video Recording Course Activity

Students may make audio or video recordings of course activity. However, the redistribution of audio or video recordings from the course to individuals who are not students in the class is prohibited without the express permission of the faculty member and any of the students who are recorded.

Religious Accommodation

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

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/>.

Title IX Policy

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.

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a "Responsible Employee" under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not

considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy/Gender Pronouns

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#). In addition to your chosen name, please do not hesitate to let me know if there are specific pronouns by which you would prefer to be addressed.

Course Assignments & Grading: The following are brief descriptions of our major course assignments.

GenEd Pre- and Post-test: Due to the fact that this is a general education course, there are certain assessment activities that we are required to engage in. Two examples of this are the GenEd Pre-test and the GenEd Post-test. You do not need to study for these assessments because points are based on completion only. Please do your best, but do not worry about your score. These tests will be available online during the beginning and end of our course.

Quizzes: After you read each chapter in our textbook, you will take a short, timed quiz to test your comprehension of the assigned material. Be sure to read each chapter carefully, study the material, and let me know if you have any questions before taking each quiz. There will be a total of 15 quizzes in our course.

Small Group Discussions: You will each be placed in a small group and asked to participate in a total of 22 discussion forums. In each forum you will be asked to respond directly and substantively to the provided prompt, as well as respond to two of your classmates. Your posts should connect to our assigned material, and demonstrate critical thinking.

Policing Paper: As part of our unit on law enforcement, you will be asked to identify a critical issue related to policing, research a current policy or program related to that issue, and make recommendations to improve the strategy and address the issue. More detailed instructions will be provided for this assignment.

Crime Prevention Paper: Towards the end of our term, we will focus briefly on crime prevention and the social factors that contribute to crime in a community. At that time, you will be asked to submit a brief written reflection in which you analyze a specific community that is important to you and make recommendations for crime prevention strategies that might be effective in that

community. More detailed instructions will be provided for this assignment.

Self-Assessment: In our final week, you will be asked to complete a brief written reflection concerning your performance in our course, your values concerning criminal justice, and a plan for continued learning.

Exams: There will be two timed exams in our course. The Midterm will test over Modules 1-7 and the Final will test over Modules 9-14. You will receive a study guide for each exam before it is administered.

Grading Structure

A= 90%-100%

B= 80%-89.99%

C= 70%-79.99%

D= 60%-69.99%

F= Below 60%

Points Breakdown

GenEd Pre- and Post-tests (2 @ 10 points each)	20 points
Quizzes (15 @ 10 points each)	150 points
Small Group Discussions (22 @ 5 points each)	110 points
Policing Paper	45 points
Crime Prevention Paper	45 points
Self-Assessment	20 points
Midterm Exam	80 points
Final Exam	80 points
Total	550 points

Course Schedule

Below is a projected schedule for our course; however, we may make adjustments as needed throughout the semester. **Online quizzes and discussion requirements are not listed here as assignments.** Please log on to our Blackboard course site regularly to check on weekly assignments and deadlines.

Module	Dates	Topic	Assigned Readings	Major Assignments Due
Module 1	Monday August 20 – Sunday August 26	Introduction to Crime & Criminal Law	Chapter 1	Gen Ed Pre-test due Sunday August 26
Module 2	Monday August 27 – Sunday September 2	Introduction to Crime & Criminal Law	Chapters 2-3	
Module 3	Monday September 3 – Sunday September 9	Law Enforcement	Chapter 4	
Module 4	Monday September 10 – Sunday September 16	Law Enforcement	Chapter 5	
Module 5	Monday September 17 – Sunday September 23	Law Enforcement	Chapter 6	Policing Paper due Sunday September 23
Module 6	Monday September 24 – Sunday September 30	Criminal Courts	Chapters 7-8	
Module 7	Monday October 1 – Sunday October 7	Criminal Courts	Chapter 9	

Module 8	Monday October 8 – Wednesday October 10	Midterm Exam	(none)	Midterm Exam due Wednesday October 10
	Thursday October 11 – Sunday October 14 FALL BREAK			
Module 9	Monday October 15 – Sunday October 21	Criminal Corrections	Chapter 10	
Module 10	Monday October 22 – Sunday October 28	Criminal Corrections	Chapter 11	
Module 11	Monday October 29 – Sunday November 4	Criminal Corrections	Chapter 12	
Module 12	Monday November 5 – Sunday November 11	Juvenile Justice	Chapter 13	
Module 13	Monday November 12 – Sunday November 18	The Future of the Criminal Justice System	Chapter 14	
	Monday November 19 – Sunday November 25 THANKSGIVING BREAK			
Module 14	Monday November 26 – Sunday December 2	Crime Prevention		Crime Prevention Paper due Sunday December 2 Gen Ed Post-test due Sunday December 2

Module 15	Monday December 3 – Sunday December 9	Final Exam		Final Exam due Sunday December 9 Self-Assessment due Sunday December 9
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