

# **RUTGERS UNIVERSITY**

## *Department of Criminal Justice*

**01:202:201 – Introduction to Criminal Justice**

**Spring 2012 – Section 04 (Index 66078)**

**Lucy Stone Hall – Room A142**

**Monday & Wednesday – 6:40PM to 8:00PM**

**Professor:**

**Lieutenant Frank LoSacco, B.S., M.A.  
East Brunswick Police Department**

**Contact Information:**

**E-mail Address .....FLoSacco@rci.rutgers.edu  
Cell Phone .....(732) 982-7763**

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## **COURSE SYLLABUS**

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**Learning Goals - A Statement of Principles:** The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

**Learning Goals for Criminal Justice Majors:**

1. Competence:
  - a) Theory: Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

- b) **Institutions**: Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
  - c) **Research Methods**: Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.
2. **Critical Thinking**: Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
  3. **Scholarship**: Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

**Course Description**: This course will provide students with an in-depth examination of the American criminal justice system, including police, courts, corrections and juvenile justice. To enhance the learning experience, students will also receive fascinating personal perspectives from guest speakers who are current practitioners in the criminal justice system, including law enforcement officers, attorneys, the courts and corrections.

**Course Objective**: Students will gain a better understanding and appreciation of the American criminal justice system through a combination of textbook readings, classroom discussions and presentations from contemporary criminal justice practitioners. While the classroom presentations and discussions will often parallel the readings, students will be expected to read and understand the textbook on their own.

**Course Requirements**: There will be two quizzes, a midterm exam and a final exam. The quizzes and exams will be based on the textbook, class lectures and guest speaker presentations, and they will consist of multiple-choice questions. **There will NOT be ANY opportunities for extra credit.** Quiz grades, exam grades and attendance will determine the final grade.

**Methods of Instruction**: Although the textbook will be the primary source of test questions, class discussions and guest speakers will provide information not found in the textbook. A considerable number of test questions will come from the lectures and the speakers, and it is essential for students to attend each class. Students will be expected to come to class prepared to engage in an open discussion of the criminal justice system.

**Required Textbook:** Siegel, L. (2011). *Introduction to Criminal Justice* (13<sup>th</sup> Edition). Wadsworth Cengage Learning. ISBN-13 #978-049-559-9777

**Grading Breakdown:**

Quiz #1.....15%  
Midterm Exam .....25%  
Quiz #2.....15%  
Final Exam.....25%  
Attendance .....20%

**Grading Scale:** (Grades will **NOT** be rounded up)

90 - 100 .....A  
87 - 89 .....B+  
80 - 86 .....B  
77 - 79 .....C+  
70 - 76 .....C  
65 - 69 .....D  
0 - 64 .....F

**Class Attendance and Conduct:**

- All students are encouraged to use the Sakai site and register their cell phones for class text message updates. Information for registering your cell phone for class text message updates can be found under the “Course Materials” section of the Sakai site for this course.
- Attendance will be taken each class and every student is expected to attend every class! **If you do not sign the attendance form, you will be considered absent!** Students who miss a class are responsible for obtaining class notes from their fellow students. I will **not** provide class notes to students who miss a class.
- Up to ***TWO*** absences will be marked as “excused”. ***ALL ABSENCES BEYOND TWO (2) WILL BE MARKED AS UNEXCUSED. Students will be penalized for every unexcused absence!*** Each unexcused absence will result in a 10-point reduction of the attendance grade and students exceeding five (5) unexcused absences will not receive **ANY** credit for attendance.
- All students are expected to ask questions and provide input into class discussions.
- Students are expected to arrive for class **on time** and conduct themselves appropriately. Cell phones must be turned off or placed on vibrate. Students are not permitted to use recording devices or MP3 players.
- **Each week I will announce the reading assignments for the following class. All students are expected to complete the reading assignments prior to the next class to actively participate in the lecture.**

- Rutgers University has a well-defined academic integrity policy, which will be ***strictly enforced*** in this class. All students in this class should review and be familiar with the policy of the university, which can be found at **<http://TeachX.rutgers.edu/integrity/policy.html>**.

### **Office Hours:**

My goal is to provide quality instruction and share my years of experience to enhance learning. My obligation to the students is not limited to the course material, as I welcome the opportunity to provide guidance to any student who would like to pursue a career in the criminal justice field.

I will always make the time to meet with any student who would like to discuss this course, law enforcement career opportunities, or any other matter. Due to the nature of my schedule, as well as my status as a part-time adjunct, I do not have set office hours. Accordingly, I will meet with any student by appointment. Please see me before or after class, or contact me via email, so that we may arrange an appointment.