



Instructor: Dr. Kristen Zgoba

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Office Hours: By Appointment Only

Class: Introduction to Criminal Justice- ONLINE, 01:202:201, Section 90 Index Number 18898

COURSE DESCRIPTION:

This course covers the societal responses to people and organizations that violate criminal codes; the police, courts, juries, prosecutors, defense and correctional agencies; the standards and methods used to respond to crime and criminal offenders; and the social pressures that enhance or impair the improvement of criminal laws. At the completion of the course, students are expected to have a sustained understanding of law enforcement, the court system and the correctional system. This class is completely online and will include multiple interactive tasks during the weekly modules. A significant portion of the course consists of interactive learning and discussion groups. In addition, there will be links to related readings, websites, and online videos. In addition, the online environment allows a variety of engagement activities that can be used to stimulate student participation that can also be monitored through Sakai tools.

HOW THIS COURSE WILL WORK:

This class will function through weekly modules, which will open each Monday morning (8am) and remain open until the following Sunday evening (8pm). It will then close for grading and I will reopen it a few days later. You can only work on the present week's module assignments, although you can always read ahead in your text, and you will not be able to see any of the module's work for the upcoming classes. For the most part, each week will include 1) reading one of the chapters in the Schmalleger text, 2) reviewing and studying from a PPT outlining the chapter, 3) reviewing a chapter assessment that provides approximately 15 questions you should be able to answer (answers are not provided), 4) reading any articles or viewing any videos I post each week, 5) taking the chapter quiz (not the same as #3 above) which will be in either MC or essay format and 6) participating in the threaded discussion forum and/or answering the assignment question or task.

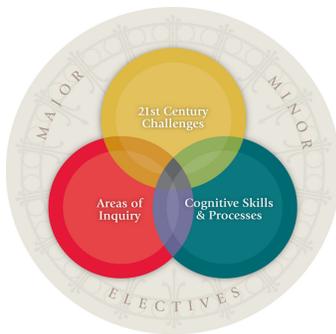
Over the course of the semester there will be approximately 3 webinars with me or a guest lecturer. Students are not expected to work in this course any differently than they would work in a classroom- that means group work of any kind, when not explicitly assigned, is not allowed. Additionally, during assessments (quizzes and exams) you will be timed on each question and you cannot use your books or notes. For some assignments, feedback or scoring will be immediate. Students will be expected to either come into the course with, or achieve early on, a

strong utilization and understanding of sakai. Since this is an online course with no face time, students will be expected to read emails and log into the sakai site regularly. Not checking emails or the site for announcements will incur a penalty, which is not negotiable. Because course work can be completed at anytime during the week (as long as it is done by the deadline), no late or incomplete assignments will be accepted. All assignment submissions are to be completed through this sakai site in that week's module, this means, **do not email me assignments**. Since we have no classroom time, it is imperative that you convey any questions or misunderstandings to me. Email me at kristenz@rci.rutgers.edu with any questions and I will always get back to you within 24 hours. My office number is 609-292-4036, ext. 5285 if you need to speak with me.

COURSE OBJECTIVES

At the completion of this course, students are responsible for:

- 1) An increased knowledge of the criminal justice system.
- 2) An increased understanding of the current initiatives in the criminal justice system, and the additional topics that are covered separate from the book.



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:
 1. 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.

2. 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.
3. 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.

REQUIRED READING (Book is not optional)

- 1) Schmallegger, F. (2014). Criminal Justice: A Brief Introduction, Tenth Edition. Pearson Publishing. ISBN 0133009793.

COURSE STRUCTURE AND EXPECTATIONS

The formal organization of this course consists of multiple parts: 1) weekly power point lectures, 2) weekly quizzes, 3) midterm and final exam, 4) weekly chapter reading assignment, 5) intermittent journal or article reading, 6) intermittent video viewing, 7) weekly practice quiz in PPT and 8) weekly structured student online participation through discussion boards and/or an assignment.

Weekly Lectures: There are 13, 40-50 page power point lectures, one is uploaded for each weekly module (except the midterm and final weeks), that match each of the accompanying chapters. These must be reviewed and will aid in the studying process.

Weekly Chapter Reading Assignment: Each weekly module will include the responsibility of reading a chapter in the text book. This chapter ties into the weekly quiz/assessment/PPT and assignment.

Weekly Quizzes: Each weekly module will be accompanied by a quiz. The questions will range in type and extent and the assessment can be taken at any point after viewing the power point lecture and the practice assessment PPT slides. These quizzes will automatically be graded and students will receive feedback upon submission. This allows students to know their grades throughout the semester. Quizzes will all be timed per question, one question per webpage and you will not be able to go back. So, each question must be answered when it appears. Once you “open” the quiz, it must be taken because the clock starts ticking. No books are allowed to be used and you have one attempt at the score- there are NO make-ups. These Quizzes comprise 25% of the semester.

Midterm and Final exams: These will be given online in a variety of formats, multiple choice, fill in and short answer. Dates are listed in the course schedule at the end of this syllabus. These are worth 40% of the course grade (20% each). No books, notes or collaborations among students.

Intermittent Journal or Article Reading: During various weekly modules, students will see that I have uploaded a relevant newspaper or journal article to be read. This will be tied to either the chapter, weekly quiz/assessment or the student weekly discussions.

Intermittent Video Viewing: During various weekly modules, students will see that I have requested viewing a particular clip or movie. This will be tied to either the weekly quiz/assessment or the student weekly discussions.

Student Discussion Boards: Multiple weeks will include discussion forum questions in the weekly module (or an assignment, see below). I will post a question and/or a topic and each student will be expected to respond with a meaningful, detailed answer. Unless stated, I do not want answers that include opinions. There will be a number of times when students will be expected to respond to at least one other student’s post. This will be stated. I will monitor the discussion boards and the posts. Students will be graded on the level and quality of their participation. Simply responding and posting little substance will result in a score of a ZERO. These discussion board assignments are worth a total of 15% and each will be graded individually.

Module Assignments: Multiple weeks will include an assignment in the weekly module (or a question posted on the discussion board, see above). The assignments will include a variety of topics matching that chapter’s work and will function in a variety of ways, including essay questions, opinion questions and open resource research. Students will not be able to see one another’s answers and everyone will be expected to respond with a meaningful, detailed answer. Substance and effort are of primary importance in your assignments and discussion boards, as they provide a good opportunity to attempt to obtain the full points. These assignments are worth a total of 20% and each will be graded individually.

Weekly Practice Quiz in PPT: Each week’s module includes a practice quiz with approximately 15 questions listed on PPT slides. The answers are not provided, but students should take the time to answer each question by researching it in the textbook. It is necessary to review these slides prior to taking the “actual” quiz.

COURSE REQUIREMENTS

Weekly Quizzes/Assessments = 25%

Midterm and Final = 40%

Student discussion boards= 15%

Module Assignments = 20%

Grades are not negotiable and will not be changed. It is YOUR responsibility to keep track of your grades and maintain an acceptable GPA.

INSTRUCTOR-STUDENT CONTACT:

The instructor will be available for virtual office hours each week with set times. It is imperative and your responsibility to contact me if you do not understand something, contact me via email or phone. Since weekly assignments are open for a week, extensions and make-ups will not be provided. Start your weekly work early enough to complete it all.

ACADEMIC DISHONESTY

Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes WORKING IN GROUPS AND SHARING ANSWERS, cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources.

CLASS SCHEDULE

Week 1 9/2 Due: 9/7 at 8pm	Read Chapter 1 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 2 9/8 Due: 9/14 at 8pm	Read Chapter 2 Power point outline of chapter Power point quiz review Weekly Quiz Assignment will be posted
Week 3 9/15 Due: 9/21 at 8pm	Read Chapter 3 Power point outline of chapter Power point quiz review Weekly Quiz Assignment will be posted
Week 4 9/22 Due: 9/28 at 8pm	Read Chapter 4 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 5 9/29 Due: 10/5 at 8pm	Read Chapter 5 Power point outline of chapter Power point quiz review Weekly Quiz (Continued on next page)

	Assignment will be posted
Week 6 10/6 Due: 10/12 at 8pm	Read Chapter 6 Power point outline of chapter Power point quiz review Weekly Quiz Assignment will be posted
Week 7 10/13 Due 10/19 at 8pm	Read Chapter 7 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 8 10/20 Due 10/26 at 8pm	MIDTERM TO BE TAKEN AT ANY POINT THIS WEEK IT IS TIMED, ALLOW FOR A MINIMUM OF 1 HOUR AND IT IS DUE BY 8PM. AT 8PM IT WILL RETRACT AND IF YOU ARE NOT FINISHED, THAT IS THE GRADE THAT WILL BE ASSIGNED TO YOU. CHAPTERS 1-7.
Week 9 10/27 Due 11/2 at 8PM	Read Chapter 8 Power point outline of chapter Power point quiz review Weekly Quiz Assignment will be posted
Week 10 11/3 Due 11/9 at 8pm	Read Chapter 9 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 11 11/10 Due 11/16 at 8pm	Read Chapter 10 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 12 11/17 Due 11/23 at 8pm	Read Chapter 11 Power point outline of chapter Power point quiz review Weekly Quiz Assignment will be posted
Week 13 11/24 Due 11/30 at 8pm	Read Chapter 12 Power point outline of chapter Power point quiz review Weekly Quiz Discussion Board Question will be posted
Week 14 12/1 Due 12/7 at 8pm	Read Chapter 13 Power point outline of chapter Power point quiz review Weekly Quiz (Continued on next page)

	Assignment will be posted
Week 15 12/8- 12/14	THIS IS YOUR READING WEEK- IT GOES FROM 12/8- 12/14. YOUR FINAL EXAM IS NOT CUMULATIVE AND CONSISTS OF CHAPTERS 8- 13.
	FINAL EXAM TO BE TAKEN THE WEEK OF THE 15TH - YOU WILL ONLY HAVE ONE DAY TO TAKE THIS, I WILL ADVISE YOU OF THE DATE THIS CLASS IS ASSIGNED. THE EXAM IS TIMED, ALLOW FOR A MINIMUM OF 1 HOUR AND IT IS DUE BY 8PM. AT 8PM IT WILL RETRACT AND IF YOU ARE NOT FINISHED, THAT IS THE GRADE THAT WILL BE ASSIGNED TO YOU. CHAPTERS 8-13.
	Enjoy your holiday and break! Grades will be uploaded to the REGIS system within a few days.