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**It is your responsibility to read and follow this syllabus at all times.**

**Office Hours: Office hours are by appointment, on an as needed basis.** Always contact me at the email above. I check my email every day, with limited access on weekends. Please do not email me about an assignment, before it is due, and expect an immediate response.

**Class: Introduction to Criminal Justice- ONLINE, 01:202:201 SPRING 2018**

#### **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. Because this class is online, it should not be assumed the class is easy and/or that the work requirements are lessened. Grading standards are high and I expect creative, well-written assignments that demonstrate effort and independent thinking. A significant portion of the course consists of discussion groups, forums and assignments. In addition, there will be links to related readings, websites, and online videos. The online environment offers a potential advantage to the in-class experience by allowing repeated re-viewing of the video lectures and by enabling student-student interactions through the discussion groups. 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.

#### **COURSE MISCELLANY:**

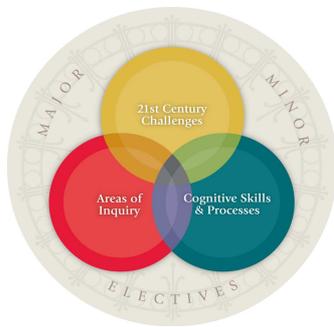
It is expected that you are familiar with Sakai. This is not a computer course and you should be familiar prior to taking an online course. I will not answer sakai and computer questions, you must call the Sakai helpline 848-445-8721 with any technology questions related to your work. You must pay attention to the times that the helpline is open. All deadlines for this course are in Eastern Standard Time. Do not start your assignments right before they are due because if you have a problem and miss the deadline, the module will close. **I do NOT accept late assignments, so please do not miss the time the module closes.** Please do not ask for special considerations if you miss work, everyone who misses the deadlines receives a zero. It is also your responsibility to read all feedback. If you would like a grading rubric for an assignment or discussion board, please ask beforehand (most will be the same). Some advice on assignments

and discussions- if there is a mandatory word minimum you must meet or exceed it, if a number of resources are required you must provide them, you must not exceed a 30% in a Turnitin score (do not use direct quotes even if you cite them), you must read all feedback and your work must be written professionally and with effort. The grading for the quizzes and exams is straightforward multiple choice. One final note, when you email me, please email me in the respectful, professional tone that a student would expect a professor write them. Therefore, do not use jargon, texting language or spelling, demands or disrespectful language. I will always do the same.

## **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.

The course specific learning goals will be assessed at one point during the semester, likely at the end, when students will be required to answer a set of general questions that will not count toward their final grade. All Introduction to CJ classes answer the same questions.

**REQUIRED READING (Book is not optional)**

- 1) Schmallegger, F. (2015). Criminal Justice: A Brief Introduction, Eleventh Edition. Pearson Publishing. ISBN 13: 978-0133814453.

**COURSE STRUCTURE AND EXPECTATIONS**

Each weekly module opens on a Monday morning at 8am and closes on Sunday at 8pm. The deadlines are always on Sundays at 8pm EST.

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

Lectures: There are 13 power point lectures, uploaded into the weekly modules. The lectures will be broken into sections with a variety of engagements between sections. Some lectures will also be accompanied by a short video featuring a current issue.

Weekly quizzes: Each weekly module will be accompanied by an assessment/ 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 any additional video. These assessments will automatically be graded and students will receive feedback upon submission. This allows students to know their grades throughout the semester, as does the interactive grade book. Quizzes make up 25% of the semester. Quizzes are fast paced- they are timed. Most are 25 MC questions with an allocation of 18-20 minutes. This timing comes for the Office of Instructional and Research Technology. **You CANNOT use your book.** Do not miss the deadline.

Midterm and final exams: These will be given online in multiple choice. They are also fast paced and usually include 100 questions. The timing will be approximately 80 minutes (I will establish this prior to the exam). This timing comes for the Office of Instructional and Research Technology. These are worth 50% of the course grade (25% each). **You CANNOT use your book.**

Weekly chapter reading assignment: Each weekly module will be accompanied by a chapter in the text book. This ties into the weekly quiz/assessment. Do not miss the deadline.

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 weekly quiz/assessment or the student weekly discussions.

Intermittent video viewing: During various weekly modules, students will see that I have uploaded a relevant video to be viewed. This will be tied to either the weekly quiz/assessment or the student weekly discussions. This is only when something relevant occurs.

Structured student online participation through discussion boards: In addition to assigned coursework, logging onto the class website, and viewing the prepared online material, students are expected to spend at least 10 hours over the course of the semester (approximately 40 minutes per week) in structured participation. This will be monitored via the discussion boards and the mandatory weekly posts. Students will be graded on the level and quality of their participation and guidance will be given at the beginning of the semesters as to make students aware of expectations. The weekly discussion board assignments are worth a total of 25% and each will be graded individually. Many have a word minimum, usually of 500-750 words. Students are not allowed to use direct quotes from outside sources, as that will be removed from the word minimum. Everything that a student turns in and writes will be processed through the plagiarism software- TurnItIn. A percentage of 30% or higher on TurnItIn will cause for a failing grade. Do not miss the deadline.

## **COURSE REQUIREMENTS**

Weekly Quizzes/Assessments = 25%

Midterm and Final = 50%

Student discussion boards= 25%

**INSTRUCTOR-STUDENT CONTACT:**

The instructor will be available via email and phone (please ask me for my number if you believe we need to speak). Also, the instructor will monitor and (as necessary) contribute to each section’s threaded discussions each and every week throughout the term. It is your responsibility to check your email AND assignment feedback every day, this is an online class and I email, post announcements and write graded comments frequently. You must check your grade book or feedback so that you can see the comments/grades I write regarding your assignments. This is your responsibility. Also, please note that you cannot wait until the last minute with an assignment and expect an immediate response in order to meet the assignment deadline.

**GRADING SCALE**

- A 100- 90
- B+ 89- 85
- B 84- 80
- C+ 79- 75
- C 74- 70
- D 69- 60
- F 59 and below

**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 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.

<b>SPRING 2018 CLASS SCHEDULE</b>	
<b>Week 1-</b> 1/16/18 (Classes start on a Tuesday) SHORT WEEK	Chapter 1- “What is Criminal Justice” Power point Weekly Quiz & Weekly Practice Quiz Weekly Discussion Board- check under Forums
<b>Week 2 –</b> 1/22/18	Chapter 2- “The Crime Picture” Power point Weekly Quiz & Weekly Practice Quiz Weekly Assignment- check under Assignment Tab
<b>Week 3-</b> 1/29/18	Chapter 3- “Criminal Law” Power point Weekly Quiz & Weekly Practice Quiz Weekly Assignment- check under Assignment Tab
<b>Week 4-</b> 2/5/18	Chapter 4- “Policing: Purpose and Organizations” Power point Weekly Quiz & Weekly Practice Quiz Weekly Discussion- check under Forum Tab
<b>Week 5-</b> 2/12/18	Chapter 5- “Policing: Legal Aspects” Power point Weekly Quiz & Weekly Practice Quiz Weekly Assignment- check under Assignment Tab
<b>Week 6-</b>	Chapter 6- “Policing: Issues and Challenges”

2/20/18 SHORT WEEK	Power point Weekly Quiz & Weekly Practice Quiz Weekly Assignment- check under Assignment Tab
<b>Week 7-</b> 2/26/18	Chapter 7- "The Courts" Power point Weekly Quiz & Weekly Practice Quiz
<b>Week 8-</b> 3/5/18	Chapter 8- "The Courtroom Work Group and the Criminal Trial" Power point Weekly Quiz & Weekly Practice Quiz
<b>Week 9-</b> 3/12/18	<b>MIDTERM EXAM WEEK</b>
<b>Week 10-</b> 3/19/18	Chapter 9- "Sentencing" Power point Weekly Discussion Board- check under Forums Weekly Quiz & Weekly Practice Quiz
<b>Week 11-</b> 3/26/18	Chapter 10- "Probation, Parole and Community Corrections" Power point Weekly Assignment- check under Assignment Tab Weekly Quiz & Weekly Practice Quiz
<b>Week 12-</b> 4/2/18	Chapter 11- "Prisons and Jails" Power point Weekly Quiz & Weekly Practice Quiz
<b>Week 13-</b> 4/9/18	Chapter 12- "Prison Life" Power point Weekly Quiz & Weekly Practice Quiz Weekly Discussion Board- check under Forums
<b>Week 14-</b> 4/16/18	Chapter 13- "Juvenile Justice" Power point Weekly Quiz & Weekly Practice Quiz
<b>Weeks 15- 16</b> <b>DATE OF EXAM TO BE ANNOUNCED</b>	<b>READING DAYS AND FINAL EXAM</b>

**Student-Wellness Services:**

**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [rhscaps.rutgers.edu/](http://rhscaps.rutgers.edu/)**

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [vpva.rutgers.edu/](http://vpva.rutgers.edu/)**

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

**Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.