A. Academic Division: Education, Professional & Public Services

B. Discipline: Criminal Justice

C. Course Number and Title: CRMJ1010 Introduction to Criminal Justice

D. Course Coordinator:
   Assistant Dean: Dan Wagner

Instructor Information:
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. Credit Hours: 3

F. Prerequisites: None

G. Syllabus Effective Date: Fall, 2017

H. Textbook(s) Title:
   
   **Criminal Justice Today: An Introductory Text for the 21st Century**
   - Authors: Frank J. Schmalleger
   - Copyright Year: 2016
   - Edition: 14th
   - ISBN #: 9780134145594

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This course introduces the student to the American System of Criminal Justice including growth and historical development. Emphasis will be placed on the criminal justice subsystems of law enforcement, corrections, courts, the Ohio court structure, and the juvenile justice system. In addition, this course will examine the ethical, professional, and legal issues confronting the criminal justice professional.

K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<td>Communication – Speech</td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
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<tr>
<td>Critical Thinking</td>
<td>Creative Project-Critical Thinking VALUE Rubric-wk 15</td>
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<tr>
<td>Information Literacy</td>
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<td>Quantitative Literacy</td>
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Updated: 2/7/2017
## Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall: (any or all assessments can be conducted unless otherwise stated within the specific outcome.)

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<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
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</table>
| 1. Explain the origin and evolution of the criminal justice system and how it has led to its current form  
   a. Using guided open discussion techniques, students will be introduced to the criminal justice system (the history, the players, the process, the goals) in its most basic form. | **TAG #2** Weeks 1-15 Exam-weeks 6,7 |
| 2. Describe the contribution of each of the components of the criminal justice system (police, courts (Ohio courts), and corrections) to the administration of the justice system (including the juvenile justice system)  
   a. Using guided open discussion techniques, students will describe each component within the criminal justice system. | **TAG #1** Weeks 1-15 |
| 3. Identify the different types of crime and their extent in society  
   a. Using guided open discussion techniques and group/peer review activities, students will be introduced to the concepts of crime; crime causation, patterns, rates, and trends; and victimology. | Week 3 Exams-weeks 6,7 |
| 4. List and describe the mission, roles and strategies of policing  
   a. Using guided open discussion techniques and group activities, students will better understand why the concept of Policing is a necessary component of the criminal justice system. Students will examine the history of the profession; the differences in the various law enforcement agencies; and how technology is changing the perspective of investigation.  
   b. Using guided open discussion techniques and group activities, students will be able to better understand the role and function of law enforcement agents and how policing, as one component of the entire criminal justice structure, is necessary to the function of the whole system. Students will also examine the roles and functions of supporting professionals (i.e., forensics professionals) who work alongside police officers in an investigative role.  
   c. Using guided open discussion techniques, and by viewing a documentary video, students will understand police culture, style, police discretion, and the major challenges facing modern policing. | **TAG #7** Weeks 5-7 Exams-week 6,7  
 (@ Six class sessions) |
| 5. Define restorative justice and identify its role in serving the needs of participants in the criminal justice process  
   a. Using guided open discussion techniques, students will be able to recognize the similarities and differences between the models of community sentencing, traditional probation services, intermediate sanctions, and restorative justice.  
   b. Using guided open discussion techniques, students will be able to better understand the role and function of the court, judge, prosecutor, and defense attorney in the justice process. A particular emphasis will be placed on examining the challenges of prosecuting and representing the “unpopular” client [the indigent; the admittedly guilty; the high-profile clients; the extremely violent client; the mentally-impaired client]. Students will have the opportunity to view videos relating to interesting issues from criminal trials to better understand the trial process. | **TAG #6** Week 8-10 Exam-week 15  
 (@ Six class sessions) |
|  | **b.** To demonstrate understanding of the topics assigned, students will complete current event assignments throughout the semester. |
|  | **b.** To demonstrate understanding of the topics assigned, students will evaluate the issues, and complete an independent and guided reflection activity relating to the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade). |
|  | **b.** To demonstrate understanding of the topics assigned, students will evaluate the types of crime, the issue of criminal behavior in society (Class Activity Grade). |
|  | **b.** To demonstrate understanding of the role and function of police officers, students will have an opportunity to debate the success of various methods of crime deterrents (community policing vs. problem-oriented policing) and hypothesize on methods to improve the function of the police officer (Class Activity Grade). |
|  | **c.** To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade). |
|  | **d.** To demonstrate understanding of the topics assigned, students will work in teams to draft either an opening or closing trial statement based on a fact pattern of a person accused of a crime (Class Activity Grade). |
### Outcomes

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<th></th>
<th>Assessments – How it is met &amp; When it is met</th>
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| 6. | **Compare and contrast the differences between community-based and institutional corrections**  
   a. Using guided open discussion techniques, and by viewing a documentary video, students will be able to identify the components of the corrections system, summarize the role of the correctional officers and administration, and discuss the modern trends and challenges within the inmate population. **TAG #8**  
   **Weeks 11-13 Exam-week 15**  
   (@ Six class sessions)  
   b. To demonstrate understanding of the unique challenges facing the corrections system, the students will divide into two groups and each present a point-of-view presentation on one of the two topics (Class Activity Grade):  
      - Causes of prison violence and the inmate social code; or  
      - The effectiveness of the processes of parole and offender reentry |
| 7. | **Assess and evaluate the process of a case as it progresses through the criminal justice system commencing with the offenses and culminating with the release from a disposition (with an emphasis on the Ohio Court Structure)**  
   a. Using open discussion techniques and group/peer-review activities, students will better understand the history of punishment and identify the major goals of the contemporary punishment and sentencing components of the justice system.  
   b. Mock exercises evaluating the roles and impact that the police, courts and corrections have on individual being processed through the system.  
   c. Students will also have an opportunity to review scholarly journals that debate the arguments for and against capital punishment and discuss the relevant legal issues faced by states with that choice. **TAG #4**  
   **Weeks 2-14 Exam–week 15**  
   d. To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade). |
| 8. | **Identify and discuss ethical issues in criminal justice.**  
   a. Assignment of major ethical issues for research and class presentation. Discussion and worksheet on Ethical situations or dilemmas and how various ethical systems would apply. **TAG #11**  
   **Week 14 Exam–week 15**  
   b. To demonstrate understanding of the topics assigned, students will examine ethical rules and debate the modern challenges faced by law enforcement, corrections and court professionals, as by individual research (Project Grade). |
| 9. | **Recognize and explain the impact of diversity in the system and on all those involved in the system**  
   a. Using open discussion techniques and group/peer-review activities, students will better understand the importance of diversity in the justice system. **TAG #10**  
   **Week 4 Exam-weeks 6,7**  
   b. To demonstrate understanding of the topics assigned, students will describe and discuss the effects of multiculturalism, the importance of diversity and the challenges faced in the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade). |
| 10. | **Explore the many career paths in criminal justice**  
   a. Students will also have an opportunity to explore the critical skills necessary for a career in criminal justice. **Weeks 1-15**  
   b. To demonstrate understanding of the topics assigned, and to allow students an opportunity to consider their own career goals, students will be assigned a Career Project to be completed over the next course of the semester (Project Grade). |

### M. Topical Timeline (Subject to Change):

| Week One: Orientation and Historical development |
| Week Two: What is Criminal Justice |
| Week Three: Crime statistics/types of crime |
| Week Four: Issues of diversity in Criminal Justice |
| Week Five, Six, and Seven: American Policing |
| Week Eight, Nine, and Ten: Structure of American Courts and Adjudication |
| Week Eleven, Twelve and Thirteen: Corrections, Probation and Parole |
| Week Fourteen: Ethical issues Law Enforcement, Courts, and Corrections |
| Week Fifteen: Career Exploration in Criminal Justice |

**Wrap-up Final**
N. Course Assignments:
1. Worksheets
2. Exams
3. Group Exercises
4. Worksheets
5. Video Reviews
6. Guided Discussion
7. Presentation
8. Career Exploration Project
9. Creative Project

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
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<tr>
<td>63–66</td>
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<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
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<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
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P. Grading and Testing Guidelines:
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Q. Examination Policy:
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R. Class Attendance and Homework Make-Up Policy:
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S. Classroom Expectations:
Click here to enter text.

T. College Procedures/Policies:

Attendance Requirements: All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.
Student engagement requirements:
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.
In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

Statement on Disabilities: Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

Statement on Withdrawals: As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, www.ncstatecollege.edu, under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an “F” grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.