

**Dixie State University**  
**CJ 1010 Introduction to Criminal Justice**  
**Summer Term 2014**  
**Tuesday, Wednesday, and Thursday from 11:00 am – 12:50 pm**  
**University Plaza, Building D, Room 102**

Instructor: Lish Harris, PhD  
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Office Hours: By Appointment  
Prerequisites/GE Status: No Prerequisites Required/No GE Status

Each student is expected to read and understand everything outlined in this syllabus. Think of it as my part of a contract that sets out the rules and stipulations of this class. Your enrollment and participation in this class is your signature on this contract, meaning you are in agreement with the terms of this deal. If you have any questions or concerns about what you read, feel free to discuss them with me.

### Course Description per the Course Catalogue

For students interested careers in law enforcement, adult or juvenile corrections, law, private or industrial security, counseling, or criminology, and persons interested in the functioning of the U. S. criminal justice system. Examines the criminal justice system, police, courts, corrections, and related government functions and agencies. Identifies and explores problems, issues and trends in criminal justice. Uses a variety of teaching methods, including lecture, videos, guest lecturers and assigned text study. This course is required for the associate's degree in Criminal Justice and prepares students and for bachelor's degree work.

### Course Overview

This course is designed to be an introductory overview of the foundational principles in the criminal justice system. The concepts learned in this class will serve as a foundation for you as you move on in the department and begin taking higher level courses.

This course is designed to give brief looks into the many facets of the criminal justice system. Think of it as a buffet of criminal justice topics: you are not going to fill up on just one dish, but you are going to taste a plethora of entrees. Throughout the semester we will discuss the nature of crime, law and criminal justice; the police and law enforcement; courts and adjudication; corrections; and the history

and nature of the juvenile justice system. By the end of our time together, you will have a firm understanding of the interworkings of the criminal justice system.

My personal teaching style is such that I don't believe intellectual growth can be fully assessed by filling in annoying little bubbles on a test sheet. That is not to say multiple choice tests are unimportant. In fact, you will be taking three of them during the course of this semester.

What I am saying is there is a need to learn how to apply what we discuss in class and what you read in the book to real world phenomena. After all, that is what social scientists do. They take the ideas, concepts, theories, etc. that we will be discussing and they use them as lenses through which they examine the world. Much like a geologist or a biologist looks through a microscope to observe developments in rocks or cells, as social scientists, we are equipped with certain tools that help us explain social events and human behavior. This course introduces what some of those tools are and will require you to use them to examine the criminal justice system.

Samuel Johnson said that, "[\*Mankind has a great aversion to intellectual labor; but even supposing knowledge to be easily attainable, more people would be content to be ignorant than would take even a little trouble to acquire it.\*](#)" With this in mind, I have labored to make this class effort based. In theory, this means that those who are willing to labor to gain knowledge should be those who receive the greatest reward. This will not be a perfect system, however I hope this class provides those willing to work with a great chance at success. I hope we can help each other stay motivated and excited throughout our time together. Please do not hesitate to ask for my help if it is ever needed. I am more than happy to assist you in any way that I can. I may not have the answer you're looking for, but I will do my best.

## Course Objectives

By the end of this course, students will be able to provide a base knowledge of the Criminal Justice System. This objective will be shown through the following outcomes:

- A. Defining the major components of the criminal justice system and the fundamental processes that take place therein.
- B. Explaining the vital role each branch plays in order for the criminal justice system as a whole to perform its proper function.
- C. Identifying the responsibilities and challenges faced by professionals working in the principle branches of the criminal justice system.
- D. Discussing the process of the development, enforcement, reformation, and behavior of law.

## Required Text and Reading (Book is available at the Bookstore)

**Siegel, Larry J. (2014). *Introduction to Criminal Justice*. 14<sup>th</sup> Edition. Wadsworth, Cengage Learning.**

Reading for this class is NOT optional. You will be held accountable for the reading that is assigned. My advice is: DO THE READING.

You will be required to keep up with the reading. This means having read the chapter corresponding to that day's class *before* coming to class. In addition to helping you get more out of class discussions, this will also help you avoid having to read large chunks of the book all at once. In the end, this will help you retain more of the information and will enhance your learning ability.

## Punctuality and Attendance Policies

As stated in the "Student" segment under the "Attendance" section of DSC's "Policies and Procedures": "Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student". In order to ensure each student upholds their commitment to the College's standards, the following class policy exists:

Attendance is required in order to pass this class, no exceptions. To reinforce this, I will conduct roll calls throughout the semester. These roll calls can potentially affect your final grade (they will not be reflected in your grade until final grades are submitted) in two ways:

1. After missing more than two roll calls due to unexcused absences/tardiness, your **final grade will be dropped to the next grade level** for every one additional unexcused absences/tardy arrivals (i.e. C+ → C).
2. If you have missed one roll call or less (this includes tardy arrivals) for the entire semester, **your final grade will be bumped up to the next grade level** (i.e. B → B+).

In short, if you attend class around 90% of the time and are prompt, you have nothing to worry about.

However, I understand that situations outside of your control (untimely illnesses, family deaths, or other crises) arise and may take you away from the classroom for a period of time. I hope they don't, but if circumstances like these affect your life during the semester, it is **your responsibility** to contact me as soon as possible (this means within a day or two of your return/recovery) to discuss the work and class periods that have been missed. If more than a work week has passed without you contacting me to set new due dates, you will be unable to make up the work you missed and the absence will be counted as unexcused.

To have an absence count as excused, you need to present proper documentation to me within a day or two of your documented time away. To be clear, an excused absence can be because of an illness, a funeral, a birth, etc., as long as the proper documentation accompanies the event. If you miss the bus, forgot to set your alarm, etc., you do not need to let me know as these things are examples of

unexcused absences. Remember, you each get three of these built into the policy before they begin to detract from your final grade.

A few more words of advice...Be on time to class. If you arrive late, please be courteous to others by entering as quietly as possible.

Also, please do not pack-up until we have finished our discussion for the day. I promise we will never go over our allotted time. Because of this, please do not start gathering your things and banging around in the classroom until we are finished up for the day. If for some reason you do need to leave early, please sit close to the door, in a spot where you do not need to cut in front of anyone, and when the time comes, leave as quietly as you can. Thank you all in advance for being sensitive to this request.

### Technology/Attention Policy

Please turn off and put away all noise makers when entering the classroom. Cell phones should be silenced or turned off and put away for the duration of the class period. This also includes iPods (or other mp3 players). Laptops and tablets are appropriate to use for taking notes, but they should be silenced as well. Additionally, you are required to be attentive while we are in class. In other words, do not put your head on your desk, write notes/talk with a classmate, etc. If I notice you are consistently making phone calls, sending text messages, playing/surfing the internet on your mp3 player/tablet/laptop during class time, or being inattentive/disruptive, I reserve the right to deduct up to 10% off your **final grade**. (If you are expecting an important call or text during the time we have class and need to have your phone on, please talk to me about it *before* class so I don't act a fool.) Remember to please be respectful of your classmates; it may bother them even if it doesn't bother you.

### Contacting Me

The easiest way to get a hold of me is via email. Although my voicemails do get forwarded to my email account, I only return phone calls from my office phone. I will, however, respond to emails from remote locations (i.e. home, conferences, off-campus meetings, etc.). I will check and respond to emails periodically Tuesday through Thursday between 8:00 am and 5:00 pm. If you email me past 5:00 pm or over the weekend, I will respond to you the following working day.

### Some Other Thoughts

Remember, a diversity of ideas is a blessing. During class discussions, please remember to speak to others with respect. Simply because someone else thinks differently than you do does not make them bad, deficient, or unintelligent. We need to cultivate an environment in which everyone feels safe expressing their ideas. Please do not do anything that would harm our work towards this goal.

One of the secondary goals of this course is to make each one of us a better person for having taken and participated in this class. I hope we may all demonstrate honesty, integrity, accountability, hard work, and patience with one another. And in so doing, I hope we will push each other closer to excellence both inside and outside of the classroom.

## Grades and Assignments

Let me issue a brief caution about grades (I do this so we can get this out of the way and can bypass this conversation in the future). During every semester, there are students who come to me and say, "I am not doing well in this class and I really need to pass, what can I do?" My answer will be a simple, "Nothing." There is no extra credit or make-up work for unexcused absences in this class. If this class is important to you, then I expect you to approach your studies with the fervor needed to obtain the results you desire from the *beginning* of the semester. Do not come to me looking for help if you decide part way through the semester that you need to exert more effort. Start working hard today as you will only go as far as your effort takes you.

On this same note, please do not come talk to me or send me emails at the end of the semester asking for me to bump up your final grade because you are just short of the grade you need to keep your scholarship, stay in this major, or stay enrolled in the university. Much like in sports, it is not a single play that determines the outcome of the game. By this I mean it is not your performance in one class that determines whether or not you can keep your scholarship or stay in this major, but the accumulation of the results from multiple classes. It is an untenable and unfair position to put me in, so please understand now that, "You earn what you earn."

The following list shows the assignments you will be required to do during the semester. This list provides very brief descriptions of the assignments. We will discuss each assignment and exam in greater detail during class. Feel free to ask for more thorough descriptions for each paper, if necessary. The due dates can be found on the class schedule. Remember, no late assignments will be accepted. The descriptions of the exams and the expectations for class participation are listed below:

**I. Exams** – Each exam will consist of 50 multiple choice questions. They will not be comprehensive. The exams are designed to test your knowledge of key concepts covered in class discussions and in the reading material. Within the context of each class, there are certain concepts that simply need to be learned, committed to memory, and retained. Without this primary lexicon, a proper foundation cannot be built. The exams are meant to test your knowledge of these key principles. They are not designed to be tricky. Because of the application assignments you will do, the primary purpose of the exams is not to test your ability to apply the concepts. The large majority of the questions will focus on the definitions and key points that any good CJ student needs to know. Each exam will be taken on the computers in the testing center.

**II. Application Assignment** – This assignment is designed to have you take the ideas we discuss in class and apply them to events or situations that you observe in the world around you. I will try and give frequent examples of events in the news or other things I notice that will help you all in your own thinking. This assignment is to get you thinking of these concepts outside of the restriction of multiple choice exams. It is an opportunity for you to show me you truly understand what we are talking about and that you can properly use what we discuss as another lens through which you can examine the world. No late papers will be accepted whatsoever, no exceptions.

To help get you started, the first half of your paper should address the topic you are applying. This means you should provide a concise, coherent description of the concept/theory/practice, void of any other information. The second half of your paper should be dedicated to the application of your topic to a personal experience, movie, song, current event, etc.

**Please pay attention to the layout of the paper:**

-Separate cover page with name, date, and class title (CJ 1010).

-Typed written, 12 point, Times New Roman Font, double-spaced with 1 inch margins on the top and bottom and 1 inch margins on both sides. These are the default margins on a Word document.

-The paper must be no less than three full pages and no more than four full pages of written text. The title page does not count toward the length of the paper. The writing of the assignment must start at the very top of page one. Do not, I repeat, do not put your name, the date, or any other information at the top of page one. Leave all that information on the cover page. Also, do not space down a line or two and then start writing.

***IMPORTANT NOTE: For each requirement not met, an automatic 10 points will be deducted from the total score of the paper.***

### Turning In Papers Through Canvas and Turnitin

You will need to submit each writing assignment through Canvas by 11:59 pm of the due date indicated on the class schedule. No late papers will be accepted, no exceptions. By turning in the papers via Canvas, it also enables us to use the Turnitin program to ensure academic honesty and integrity are characteristics of all papers submitted by you and your classmates. To this end, you must make sure your papers receive a “similarity score” of 5% or less to qualify for grading. Conversely, if a paper receives a score of 6% or higher, it will not receive a grade and you will receive zero points for the assignment.

In order to utilize Turnitin as an educational tool too, I have set the program to allow you to see your “similarity score” shortly after you have submitted your assignment. (A word of advice: plan time to

wait for your “similarity score” into your “assignment time”. Turnitin is like any other program and can be fast at times and slow at others.) Using Turnitin in this manner will allow you to better understand how to properly cite others’ thoughts while putting these thoughts in your own words. Simply putting quotation marks around all the “flagged” passages is not an appropriate fix and, ultimately, will negatively affect your score. I know the process of learning how to engage the thoughts and words of others and making them your own can be frustrating at times, but most new, valuable skills are not acquired without some sincere effort.

Lastly, it is your responsibility to make sure your paper is submitted with the proper “similarity score”. In order to help you with this, I make the following concession: I will not begin grading your papers until two days after the due date found on the class schedule. I will, however, log on to Canvas the morning after the due date to make certain all the papers have been turned in on time. This gives you the motivation to get your papers in by the due date, but offers you a bit more flexibility to make the necessary changes to your paper in order to reach the 5% “similarity score” benchmark. If you are having honest problems with reaching the “similarity score” standard (after having done all you can do on your own), please come talk to me about it and we will work together to find an appropriate solution.

### Point Breakdown

Exam #1	50 points
Exam #2	50 points
Exam #3	50 points
Application Assignment #1	75 points
Application Assignment #2	<u>75 points</u>
Point Total	<i>300 points</i>

### Grade Breakdown

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	59% or below

### Class Academic Dishonesty/Academic Integrity Policy

I believe that most students are honest, and I don't want to punish everyone for the few that aren't. Nonetheless, I want it to be clear that I will not tolerate cheating. When I discover that it has occurred,

a failing grade will be given for the entire course, no questions asked. If you are a repeat offender, I will choose a more serious sanction that will be imposed (i.e. notation of academic misconduct on your permanent academic transcript, academic probation, dismissal from the program, dismissal from college, etc.).

If you need additional detail about what cheating consists of follow this link to the “Student Rights and Responsibilities Code”: <http://www.dixie.edu/humanres/policy/sec5/533.html> (Section 4).

## Other Issues

Although I will try very hard to stick to the attached schedule, changes may be made. Notice of such changes will be made during class (or sent via Dmail if I have to miss class unexpectedly). Students are responsible for getting this information. Because this and other pertinent information will make its way into your Dmail account, make sure you check it daily. If you don't know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select “Dmail,” for complete instructions. You will be held responsible for information posted on blackboard and sent to your Dmail email, so please check it often.

At the risk of sounding like your parent, I recommend you make a friend in this class. I say this in case you unfortunately have to miss class. The notes we use in class will not be posted on blackboard and I will not make copies of my notes for any student. So, make a friend and problem solved.

## Dixie State College’s Policies and Resources

### Disability Resource Center

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

### Library Information

The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>.

### Testing Center

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>.

### Tutoring Center

If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>.

### Writing Center

If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at: [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php).

### Disruptive Behavior Policy

It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

To learn more about the Reasonable Accommodation Policy, to view the Semester calendar, or to explore any other questions you may have, please visit <http://new.dixie.edu/reg/syllabus/>.

**Class Schedule**  
**Summer Term 2014**  
**CJ 1010 Introduction to Criminal Justice**

**Week 1**

Tuesday, 5/27 – Syllabus Review and Class Introduction

Wednesday, 5/28 – Chapter 1 & Beginning of Chapter 2

Thursday, 5/29 – Chapter 2 & Beginning of Chapter 3

**Week 2**

Tuesday, 6/3 – Chapter 3

Wednesday, 6/4 – Chapter 3

Thursday, 6/5 – Chapter 4 & Beginning of Chapter 5

**Week 3**

Tuesday, 6/10 – Chapter 5 & Beginning of Chapter 6

Wednesday, 6/11 – Chapter 6

Thursday, 6/12 – Review Session

**Week 4**

Tuesday, 6/17 – **Exam #1** (Available all day in the testing center)

Wednesday, 6/18 – Chapter 7

Thursday, 6/19 – Chapter 8, Application Assignment #1 Due

**Week 5**

Tuesday, 6/24 – Chapter 9 & Beginning of Chapter 10

Wednesday, 6/25 – Chapter 10 & Beginning of Chapter 11

Thursday, 6/26 – Chapter 11

**Week 6**

Tuesday, 7/1 – Movie Day

Wednesday, 7/2 – Review Session

Thursday, 7/3 – **Exam #2** (Available all day in the testing center)

**Week 7**

Tuesday, 7/8 – Chapter 12 & Beginning of Chapter 13

Wednesday, 7/9 – Chapter 13

Thursday, 7/10 – Chapter 14 & Beginning of Chapter 15

**Week 8**

Tuesday, 7/15 – Chapter 15 & Chapter 16, Application Assignment #2 Due

Wednesday, 7/16 –Review Session

Thursday, 7/17 – **Exam #3** (Available all day in the testing center)