

Dixie State College of Utah
Introduction to Criminal Justice
CJ 1010
Tuesday, Wednesday, and Thursday from 11 – 12:50 am
Hazy 219

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Office Hours: By Appointment

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

- Elaborate on the three main components of the Criminal Justice System
- Identify Criminal Justice Agencies, their roles and regulatory entities
- Explain the Criminal Justice Process
- Discuss challenges faced by the Criminal Justice System
- Explain the purposes and changing dynamics of punishment
- Identify and explain the various crime classifications.
- Describe the Constitutional Amendments that are important to criminal law and how they affect the criminal justice process.

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

Siegel, Larry J. (2010). *Introduction to Criminal Justice*. Twelfth 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.

Class Policies

"Punctuality is the politeness of kings." – Louis XVIII

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.

"I could never think well of a man's intellectual or moral character, if he was habitually unfaithful to his appointments." – Nathaniel Emmons

Attendance is required in order to pass this class, no exceptions. As discussed below, you will take exams and write papers in order to demonstrate your knowledge of the subject matter, but these facets of the course are not the only integral components to a passing grade. Attendance, in order to participate in the class discussions, is vital to a passing grade. 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, you will be unable to make up the work you missed and the absence will be counted as unexcused.

If you are going to miss a substantial amount of time, the option we will discuss will be taking an incomplete for the semester, as a passing grade will not be an alternative if you have missed a significant amount of class time regardless of the circumstances. Being absent from class will significantly damage your performance in this class.

Also, 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. If I notice you are consistently making phone calls, sending text messages, or playing on your mp3 player during class time, 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.

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 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 criminologist needs to know. Each exam will be taken 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. Papers are due at the beginning of the class period. Emailed assignments will not be accepted, unless arraignments have been made with me before the day the paper is due. No late papers will be accepted whatsoever, no exceptions.

Please pay attention to the layout of the paper:

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

-Typed written, Twelve point, Times New Roman Font, double-spaced with 1 inch margins on the top and bottom and 1.25 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.

Point Breakdown

Exam #1	50 points
Exam #2	50 points
Exam #3	50 points
Application Assignment #1	50 points
Application Assignment #2	50 points
Application Assignment #3	<u>50 points</u>

Point Total

300 points

Grade Breakdown

A	100-94%	C	76-74%
A-	94-90%	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

Other policies and 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 on the blackboard course website if I have to miss class unexpectedly). Students are responsible for getting this information. Because this and other pertinent information will make its way onto blackboard, make sure you place blackboard into your daily internet rotation. Just place it in there between checking your email account and stalking your friends on facebook.

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

The following link will allow you to view information on the following school policies, important dates, the final exam schedule, and helpful resources such as:

Disability Resource Center
Library Information
IT Help Desk
Online Writing Lab
Testing Center
Tutoring Center
Writing Center
Semester Schedule
Academic Dishonesty/Academic Integrity Policy
Disruptive Behavior Policy
Absences Related to College Functions
Reasonable Accommodation Policy

<http://new.dixie.edu/reg/syllabus/>

**Class Schedule for
Introduction to Criminal Justice
CJ 1010, Spring 2011**

Week 1

Tuesday, 5/31 – Syllabus Review and Class Introduction
Wednesday, 6/1 – Chapter 1 & Beginning of Chapter 2
Thursday, 6/2 – Chapter 2 & Beginning of Chapter 3

Week 2

Tuesday, 6/7 – Chapter 3 & Discussion
Wednesday, 6/8 – Chapter 4 & Beginning of Chapter 5
Thursday, 6/9 – Chapter 5 & Beginning of Chapter 6

Week 3

Tuesday, 6/14 – Discussion & Review Session
Wednesday, 6/15 – **Exam #1** (Available all day in the testing center)
Thursday, 6/16 – Chapter 7

Week 4

Tuesday, 6/21 – Chapter 8, **Application Assignment #1 Due**
Wednesday, 6/22 – Chapter 9 & Discussion
Thursday, 6/23 – Chapter 10 & Beginning of Chapter 11

Week 5

Tuesday, 6/28 – Chapter 11 & Chapter 12
Wednesday, 6/29 – Discussion & Review
Thursday, 6/30 – **Exam #2** (Available all day in the testing center)

Week 6

Tuesday, 7/5 – Chapter 13 & Beginning of Chapter 14, **Application Assignment #2 Due**
Wednesday, 7/6 – Chapter 14 & Discussion
Thursday, 7/7 – Chapter 15 & Beginning of Chapter 16

Week 7

Tuesday, 7/12 – Chapter 16 & Discussion
Wednesday, 7/13 – Chapter 17
Thursday, 7/14 – Chapter 18

Week 8

Tuesday, 7/19 – Discussion, **Application Assignment #3 Due**
Wednesday, 7/20 – Review Session
Thursday, 7/21 – **Exam #3** (Available all day in the testing center)