

**Dixie State College of Utah**  
**CJ 1010 Introduction to Criminal Justice**  
**Spring Semester 2012**  
**Tuesday and Thursday from 10:30 – 11:45 am**  
**University Plaza, Building D, Room 102**

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Office Hours: MW 12:15 – 1:30 pm, TR 11:45 am – 1:00 pm  
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. (2010). *Introduction to Criminal Justice*. 13<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

*“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. To reinforce this, I will conduct random roll calls throughout the semester. I will perform these on random class days and during random class times (i.e. beginning of class, end of class). These random roll calls can potentially affect your grade in two ways:

1. If you miss more than three roll calls due to an unexcused absence, your **final grade will be dropped by 3%** for each additional unexcused absence (i.e. 80% → 77%).
2. If you have missed one roll call or less 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.

### Technology 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. If I notice you are consistently making phone calls, sending text messages, or playing/surfing the internet on your mp3 player/tablet/laptop 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.

### 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 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, 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.***

**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	<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. However, I do perform random Google searches on the papers you turn in to check for plagiarism. Let it 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 need additional detail about what cheating consists of follow this link to the "Student Code": <http://www.dixie.edu/catalog/file/studentcode10.pdf> (Pages 5 and 6).

## 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**  
**Spring Semester 2012**  
**CJ 1010 Introduction to Criminal Justice**

**Week 1**

1/10 – Syllabus Review and Class Introductions

1/12 – Chapter 1

**Week 2**

1/17 – Chapter 2

1/19 – Chapter 2

**Week 3**

1/24 – Chapter 3

1/26 – Chapter 3

**Week 4**

1/31 – Chapter 3

2/2 – Chapter 4

**Week 5**

2/7 – Chapter 5

2/9 – Chapter 6, *Application Assignment #1 Due*

**Week 6**

2/14 – Review Session

2/16 – *Exam #1*

**Week 7**

2/21 – Chapter 7

2/23 – Chapter 7

**Week 8**

2/28 – Chapter 8

3/1 – Chapter 9

**Week 9**

3/6 – Chapter 10

3/8 – Chapter 11

**Week 10 – Spring Break**

3/13 – No Class

3/15 – No Class

**Week 11**

3/20 – Chapter 12

3/22 – Chapter 12

**Week 12**

3/27 – Review Session, *Application Assignment #2 Due*

3/29 – *Exam #2*

**Week 13**

4/3 – Chapter 13

4/5 – Chapter 14

**Week 14**

4/10 – Chapter 15

4/12 – Chapter 16

**Week 15**

4/17 – Chapter 17

4/19 – Chapter 17

**Week 16**

4/24 – Chapter 18

4/26 – Review Session, *Application Assignment #3 Due*

**Finals Week**

5/3 – Final Exam, 9:30-11:30 am