

INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM
CRMJ 1100 Section 01 CRN 21122
Spring 2014

Course: CRN: 21122 - CRMJ 1100 Section 01
Title: Introduction to the Criminal Justice System
Credit: 3 Credit Hours
Class Schedule: T-TH 12:15 – 1:30pm
Class Location: Brock 201

Instructor: Susan Thomas
Office Hours: T-TH 9:00 – 10:40 am and 1:45 – 3:00pm or by Appointment
Office Room Number: Davenport 110
Office Telephone Number: 423-425-2174
Email: Susan-Thomas@utc.edu

ADA statement for classes: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

TEXTS: *Criminal Justice in America*, 7th Edition. Authors: Cole, Smith and DeJong. Wadsworth. ISBN: 9781285067667 PUB.DATE: 2014 PUBLISHER: Cengage Learning

COURSE DESCRIPTION: An overview of the criminal justice system as it currently operates in its three major components: police, courts, and corrections. A broad-based interdisciplinary perspective is employed to introduce the student to theories of crime and the process of criminal justice in modern America.

Note: This course fulfills a general education requirement in the social science category.

Behavioral and Social Science Category

Category Purpose:

The purpose of this category is to explore the nature of human behavior and social systems.

Category Outcomes:

Upon completion of the required credit hours in this category, students will be able to:

- Use and communicate evidence and theory to examine individual, social and or cultural phenomena.
- Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.

- Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.
- Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.
- Analyze empirical observations in relation to discipline-appropriate theoretical constructs.

COURSE OBJECTIVES:

- **To explore the historical roots of crime and the development of the criminal justice system.**
- **To understand the ways in which popular culture misrepresents the nature of crime and the criminal justice system.**
- **To examine definitions of criminality and to evaluate how these definitions are affected by social, political, and individual factors.**
- **To allow students to explore a variety of theoretical paradigms about crime causation (i.e.; biological, sociological, and psychological) and to understand how different world views affect our definitions of crime and criminality.**
- **To examine the ways in which social scientific research measures crime and criminality, and to evaluate the efficacy of these measurements.**
- **To understand the functions of each component of the criminal justice system and the interdependent nature of the components.**
- **To examine the ways in which social scientific research measures criminal justice responses, and to evaluate the efficacy of these measurements.**
- **To be familiar with contemporary issues impacting upon the criminal justice system.**

Class Participation/Attendance Policy: Class participation is expected for this course. Participation is defined as attentiveness, responding to questions that are directed by the professor to the class, involvement in in-class activities/discussion, asking questions, meeting deadlines in the class, and demonstrating that you have read and understand the class readings.

Attendance will be taken during each class session. It is the responsibility of the students to inform instructors when illness or situations prevent attendance (prior to the class being missed). A valid excuse for emergency situations **with documentation**, (i.e. doctors note, police report, death in family etc...) is required because attendance may affect your final grade. Students missing over (4) classes without a valid excuse will have (2) points deducted from their final total grade. If you know of a legitimate conflict before the test or assignment date inform me by email or phone, as soon as possible.

Late Assignment Submission/Make-up Policy: Students are responsible for completing assignments by the designated deadlines. All assignments are due at the start of class and any assignment that is submitted on the due date but after the class starting time will have (5) points deducted. If a student does not submit an assignment by the due date it will be considered late and the assignment will incur a 10 point per day penalty. Any assignment that is not submitted within five days after the original due date will result in a zero. All make up exams are at the

discretion of the instructor and will be scheduled according to my schedule. Additionally, any make-up exams will be essay format.

Academic Dishonesty: Academic misconduct includes cheating and plagiarism and will result in an automatic failure of the course. Please refer to the UTC Student Handbook for a discussion of plagiarism.

The instructor reserves the right to submit papers to the UTC online (Blackboard) text- matching software (Safe Assign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Exams: Students will be given five (5) exams in this course. All exams will relate to specific topics in assigned readings from your textbook and topics covered within classroom materials. Exams will consist of multiple-choice, short answer, list, and true/false questions. Each question will have an assigned point value noted on the exam. These exams will assess students understanding and ability to apply concepts from lectures and readings. **At the end of the semester, the lowest exam grade will be dropped.** Each exam will be worth 100 points. All students are expected to arrive on time for each exam. Anyone arriving more than five (5) minutes late on the day of an exam will **NOT** be permitted to take the exam on that day.

Critical thinking Papers: There are two 2-3 page (not including title and reference page) papers due in this course . Both papers will be written on *The Brothel Boy*, a copy of the parable will be available on Blackboard. You will need to use your knowledge of criminal justice and use additional research skills to be able to complete these papers. You are expected to assimilate knowledge and create an educated/informed response to these assignments. **Each paper must be submitted to SafeAssign by 10:50 am on their due dates and a hard copy of the paper MUST be submitted in class on the same day. When submitting your assignment via SafeAssign, make sure that it is saved as Last Name_First Name_Writing Assignment 1 or 2** (Example: Thomas_Susan_WritingAssignment1)

Papers must all be written in APA format, double spaced, 12 pt. Times New Roman font. All papers must be saved and submitted as Microsoft Word document (.doc). Additionally, internal citations and reference page **MUST** be utilized!

Paper One: Due **Feb. 11, 2014** at the start of class and must be received online by 12:30 pm. After reading the parable *The Brothel Boy*, please answer these four questions in a concise manner. You must use your textbooks and at least two (2) external, scholarly references in completing this assignment.

1. Was this parable an example of the Due Process Model or the Crime Control Model?
 - a. Explain the differences between the two models.
 - b. Explain why the parable falls into either the Due Process Model or the Crime Control Model.
2. Was the crime an example of mala in se or mala prohibita?

- a. Describe both mala in se and mala prohibita. Why did you choose one over the other?
3. The brothel Boy was charged with rape. If you were the prosecuting attorney, would you charge him with rape or another crime?
 - a. Explain what crime you would charge him with and provide a description of that crime.
 - i. Refer to the UCR Part 1 and Part 2 offenses.
4. There are 6 major theories of criminality described in your book, which theory do you think best describes *The Brothel Boy*?
 - a. Explain what major theory explains the Brothel Boy.
 - i. Refer to table 2.3 on page 68 for guidance.
 - b. Under the major theory that you choose, which specific theory do you think would best describe the Brothel Boy? (More than one theory can apply, choose the one that you believe is the best)
 - i. Example: *I believe that the Social Process Theories, specifically the labeling theories; that fall under Sociological Theory best describe the Brothel Boy because....*

Paper Two: Due **April 1, 2014** at the start of class and must be received online by 12:30 pm. After watching the movie *FRACTURE*, please write a minimum of 3 pages including the points listed below. You must use your textbooks and at least two (2) external, scholarly references in completing this assignment.

- Give a brief synopsis of the movie.
- Describe and give examples of situations in the movie that directly pertain to the specific Constitutional amendments we have discussed in class.
- Spotlight 1 specific situation in the film as an example of how the constitutional rights can be manipulated to the benefit of the suspect/criminal.
- Spotlight 1 specific situation in the film as an example of how these constitutional rights can be manipulated to the benefit of the criminal justice system.

Pop Quizzes: Students will be given five (5) pop quizzes during the course of the semester. The quizzes are worth 20 points each. The quizzes will consist of questions relating to readings, class discussions/material, and/or critical thinking issues.

STUDENT EVALUATION:

Exams (400 points total)	100 points each
Writing Assignments (200 points total)	100 points assignment 1 100 points assignment 2
Pop quizzes (100 points total)	20 points each

Total = 700 points = 100%

Grading Scale:

A 90 – 100 %, B 80-89%, C 70-79%, D 60-69%, F Below 60%

630-700 pts. -----→A

560-629 pts. -----→B

490-559 pts. -----→C

420-489 pts. -----→D

Below 420 pts. -----→F

Blackboard/Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis (daily). If you have a problem with accessing your email account, contact the HELP desk at 423-425-4000. Furthermore, you will need to check Blackboard as this course utilizes Blackboard for class materials, assignments, and for posting of grades.

Expected Behavior:

Students are to exhibit academic professionalism. This class is open to classroom discussion; however, we must remember that college is a learning environment. Thus, it is necessary that each student in the class respect one another. The ideas of another can be debated and argued but remember to not make your arguments personal. No talking or other class distractions while the instructor or other students are talking. Please turn off cell phones, electronic devices, etc., prior to the start of class each day. Phone calls and texting are not allowed during class time.

Semester Schedule:

NOTE: The material in this schedule is subject to change depending on the pace of the class and the mastery of the material by the students enrolled. Changes in material being covered will be announced during class sessions.

Dates:

Topics:

Readings/Assignments:

Week 1 Jan 7-9	Course Introduction, The Criminal Justice System	Chapter 1
Week 2 Jan 14-16	Crime and Justice in America	Chapter 2
Week 3 Jan 21-23	Criminal Justice and the Rule of Law	Chapter 3
Week 4 Jan 28-30	Police	EXAM UNIT 1 – Tuesday (Jan 21) Chapter 4
Week 5 Feb 4-6	21 st Century Challenges in	Chapter 5
Week 6 Feb 11-13	Police and Law	Chapter 6

		First Paper due Tue. (2-11)
Week 7 Feb. 18-20	Courts and Adjudication	EXAM Unit 2 – Tues. (2-18) Chapter 7
Week 8 Feb. 25-27	Pretrial Procedures, Plea Bargaining, and the Criminal Trial	Chapter 8
Week 9 Mar. 4-6	Punishment and Sentencing	Chapter 9
Week 10 Mar. 11-13	Spring Break	
Week 11 Mar. 18-20	Film	EXAM Unit 3 – Tues. (3-18)
Week 12 Mar. 25-27	Finish Film Corrections	Chapter 10 Paper 2 due Tues. (4-1)
Week 13 Apr. 1-3	Community Corrections: Probation and Intermediate Sanctions	Chapter 11
Week 14 Apr. 8-10	Incarceration and Prison Society	Chapter 12 EXAM Unit 4 –Thurs. (8-10)
Week 15 Apr. 15-17	Technology and Criminal Justice	Chapter 14
Week 15 Dec. 3-5	Juvenile Justice	Chapter 15
	Final Exam Week	

**Final Exam- (Scheduled by the University) –
Thursday, April 24th 10:30 – 12:30**

Grading Rubric for writing assignments

Grade	Excellent =A	Very Good =B	Acceptable =C	Needs Work =D	Unacceptable=F
Organization (20% of paper grade).	(18-20 points) Paper is extremely well organized and logical. Follows the format requested by the professor. Progresses in a logical manner that was easy to follow. Organization enhanced the effectiveness of the paper.	(16-17 points) Paper is well organized and mostly logical. Follows most of the format requested by the professor. Progresses in a logical manner that was easy to follow most of the time. Organization, for the most part, enhanced the effectiveness of the paper.	(14-15 points) Signs of organization and generally presented logically but at times ideas were unclear. Followed most of the format requested by the professor but were some major and consistent lapses. In some cases, organization detracted from the effectiveness of the paper.	(11-13 points) Somewhat disorganized and ideas were not presented logically. Much of the time, ideas were unclear. Followed little of the format requested by the professor. Major and consistent lapses were present throughout most of the paper. Organization detracted from the effectiveness of the paper.	(0 to 10 points) Very disorganized. Ideas were not presented logically. Ideas were unclear throughout the paper. Followed almost none of the format requested by the professor. Consistent lapses dominated the paper. Organization seriously detracted from the effectiveness of the paper.
Mechanics (20% of paper grade).	(18-20 points) Paper has almost no spelling, grammatical or sentence structure errors.	(16-17 points) Paper has some problems with spelling, grammatical, and sentence structure errors but not enough to detract from the overall content.	(14-15 points) Paper has quite a few problems with spelling, grammatical, and sentence structure errors which detract from the overall content.	(11-13 points) Paper has many problems with spelling, grammatical, and sentence structure errors which seriously detract from the overall content.	(0 to 10 points) Paper is full of spelling, grammatical, and sentence structure errors, making it impossible to comprehend much of the overall content.
Citations/Sources (10% of paper grade)	(9-10 points) All sources are properly cited both in the text and in the reference section (according to the style provided by your instructor.)	(8 points) Most sources are properly cited both in the text and in the reference section (according to the style provided by your instructor.)	(7 points) Paper has some issues with citations. Quite a few of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor), but there are quite a few mistakes.	(6 points) Paper has serious issues with citations. Many of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor), but there are many mistakes.	(0 to 5 points) Paper has major issues with citations. Most of the sources are improperly cited both in the text and in the reference section (according to the style provided by your instructor). Mistakes are rampant throughout the paper.

<p>Content (50% of paper grade).</p>	<p>(45-50 points) Paper addresses all aspects of the assignment, presents accurate content, has fully developed ideas, and demonstrates critical thinking as appropriate for the level of the course and the nature of the assignment. No major improvements are needed in this area.</p>	<p>(40-44 points) Paper addresses most aspects of the assignment, presents mostly accurate content, has well developed ideas, and generally demonstrates critical thinking as appropriate for the level of the course and the nature of the assignment. Some minor improvement is needed in this area.</p>	<p>(35-39 points) Paper addresses some aspects of the assignment. Material presents some accurate content. Some ideas are developed and some critical thinking is demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate above average competency.</p>	<p>(30-34 points) Paper addresses few aspects of the assignment. Material presents little accurate content. Few ideas are developed and little critical thinking is demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate competency.</p>	<p>(0 to 29 points) Paper fails to address key aspects of the assignment. Material fails to present accurate content. Few ideas are developed and critical thinking is not demonstrated as appropriate for the level of the course and the nature of the assignment. Improvement is needed in this area to demonstrate competency.</p>
---	---	--	---	---	--