

# CRJU 1100, Introduction to Criminal Justice [Term]

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or instant messaging tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following

URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

The catalog description of CRJU 1100 is “an introduction to the structure, functions and operations of criminal justice agencies, including the police, the courts and corrections. An extended course description is as stated: An overview of the criminal justice system, its philosophy and history of its three major components: police, courts, corrections. A broad-based interdisciplinary analysis of the problems and needs of agencies involved in the criminal justice process; and introduction to theories of crime; and a survey of professional career opportunities for criminal justice.

### Prerequisites:

- None

### Course Learning Outcomes:

This course should enable students to:

1. Students will be able to demonstrate an understanding of the three major components of the Criminal Justice System: law enforcement, the courts, and corrections.
2. Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system.
3. Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System
4. Students will demonstrate an understanding of the influence of the American Criminal Justice System on human behavior and other social institutions.

## Required Text, Software, and Additional Materials

<b>Title:</b>	<i>Criminal Justice: Brief Introduction</i>
<b>Author(s):</b>	Frank Schmalleger
<b>Publisher:</b>	Pearson
<b>Edition/Year:</b>	9th/2011
<b>ISBN:</b>	978-0137069835

Type (Required/Optional):	Required
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### **Bookstore:**

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## **Student Services**

### **Technical Assistance:**

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### **Tutoring:**

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### **Accessibility Services:**

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## **Course Format and Requirements**

### **Teaching Philosophy:**

XXXXXXXXXXXXXXXXXXXX

### **Course Requirements (Instructional Methods):**

1. xxxxxx
2. xxxxxx
3. xxxxxx

## Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<b>MODULE 1</b> x/x - x/x	<b>Chapter 1:</b> What is Criminal Justice	Attendance Quiz Introduction Discussion Quiz 1
<b>MODULE 2</b> x/x - x/x	<b>Chapter 2:</b> The Crime Picture	Quiz 2
<b>MODULE 3</b> x/x - x/x	<b>Explaining Crime (Bohm &amp; Haley)</b>	Assignment 1 Exam 1
<b>MODULE 4</b> x/x - x/x	<b>Chapter 4:</b> Policing: Purpose and Organizations	Quiz 3
<b>MODULE 5</b> x/x - x/x	<b>Chapter 5:</b> Policing: Legal Aspects	Quiz 4
<b>MODULE 6</b> x/x - x/x	<b>Chapter 6:</b> Policing: Issues and Challenges	Assignment 2 Exam 2
<b>MODULE 7</b> x/x - x/x	<b>Chapter 3:</b> Criminal Law	Quiz 5
<b>MODULE 8</b> x/x - x/x	<b>Chapter 7:</b> The Courts	Quiz 6
<b>MODULE 9</b> x/x - x/x	<b>Chapter 8:</b> The Courtroom Work Group and the Criminal Trial	Quiz 7
<b>MODULE 10</b> x/x - x/x	<b>Chapter 9:</b> Sentencing	Assignment 3 Exam 3
<b>MODULE 11</b> x/x - x/x	<b>Chapter 10:</b> Probation, Parole, and Community Corrections	Quiz 8

<b>MODULE 12</b> x/x - x/x	<b>Chapter 11: Prison and Jails</b>	Quiz 9
<b>MODULE 13</b> x/x - x/x	<b>Chapter 12: Prison Life</b>	Quiz 10 Assignment 4
<b>FINAL EXAM PERIOD</b> x/x - x/x	<b>Exam 4</b>	

## Grading and Standards

### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>WEIGHT</b>	<b>BRIEF DESCRIPTION</b>
<b>Introduction Quiz and Discussion</b>	6 points	You are required to completed the mandatory attendance quiz and participate in the introductory discussion by the course deadline.
<b>Quizzes (10)</b>	100 points	At the end of almost every module, you will have a quiz that will consist of 10 multiple choice questions worth 1 point each. There are 10 quizzes for a total of 100 points. You may take each quiz up to two times by the due date. You will get the highest grade of the two attempts.
<b>Assignments (4)</b>	100 points	There will be 4 homework/participation assignments worth 25 points each. There will be one for each section, posted in the last module of each section. These assignments will consist of a variety of questions that pertain to the material that you were required to read/watch.
<b>Exams (4)</b>	400 points	In order to evaluate student progress, four (4) exams worth 100 points each will be required during the semester. These exams will come from information covered from chapters associated with units covered in the course.
<b>Total</b>	606 points	

### Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%

F: 0-59%

**-OR - (depending on calculation method used/preferred for course, percentage vs. points)**

546 - 606 points = A

412 - 545 points = B

425 - 484 points = C

364 - 424 points = D

Below 363 points = F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

### **Expectations and Standards:**

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

### **Grade Turnaround:**

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## **Attendance and Late Policy**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### **Time Commitment:**

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to



## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.



## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

The gold standard for criminal justice texts Criminal Justice: A Brief Introduction examines crime in the US with a focus on police, courts, and corrections. Students contemplate the fine line separating freedom from security, and evaluate the strengths and weaknesses of the American justice system. Emphasizing the need for systemic change, the 13th edition includes revised coverage of large-scale crimes pervasive in the US, as well as policing issues and challenges, sentencing guidelines, and state laws redefining the age of criminal responsibility. Criminal Justice: A Brief Introduction, 13th Edition, is also available via Revel, an interactive learning environment that enables students to read, practice, and study in one continuous experience. Learn more. Preface. This kind of Criminal Justice: A Brief Introduction (11th Edition) without we recognize teach the one who looking at it become critical in imagining and analyzing. Don't be worry Criminal Justice: A Brief Introduction (11th Edition) can bring any time you are and not make your tote space or bookshelves grow to be full because you can have it inside your lovely laptop even cell phone. This Criminal Justice: A Brief Introduction (11th Edition) having great arrangement in word and layout, so you will not really feel uninterested in reading. READ PAPER. Download pdf. Frank Schmalleger is the author of numerous articles and many books, including the widely used Criminal Justice Today: An Introductory Text for the 21st Century (Pearson, 2017), now in its 14th edition; Juvenile Delinquency (with Clemens Bartollas; Pearson, 2017); Criminal Justice: A Brief Introduction, 12th edition (Pearson, 2017); Criminal Law Today, 6th edition. (with Daniel Hall and John Dolatowski; Pearson, 2017); Crime and the Justice System in America: An Encyclopedia (Greenwood Publishing Group, 1997); Trial of the Century: People of the State of California vs. Orenthal James Simpson (Prentice Hall, 1996); Career Paths: A Guide to Jobs in Federal Law Enforcement (Regents/Prentice Hall, 1994); Computers in Criminal. Title. criminal justice : A brief Introduction. Description. chapter 1. A criminal justice perspective that assumes that the system's components work together harmoniously to achieve the social product we call justice. Term. Conflict Model. Definition. A Criminal justice perspective that assumes that the systems components functions primarily to serve their own intersets. According to this theoretical framework, justice is more a product of conflicts among agencies within the system than it is the result of cooperation among component agencies. Term. Warrant. Definition. In criminal proceedings, a writ issued by a judicial officer directing a law enforcement officer to perform a specified act and affording the officer protection from damages if he or she performs any. Term. Booking.