



SYLLABUS OF RECORD

I. Catalog Description

CRIM 101: Crime and Justice Systems

3 class hours

0 lab hours

Prerequisites: None

3 credits

(3c-01-3cr)

Introduces the field of criminology through the examination of historical data, statistical information, theories of criminal causation, social control of behavior, development of laws, evaluation of criminal justice system policies, procedures, and trends. Students learn the terminology of the field, as well as the methods of inquiry utilized in the field, and

Objective 3:

Identify the tension between public safety and civil liberties and the role that the criminal justice system plays in these opposing and important goals.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale: Assignments and classroom activities will require students to assess their own

III. Course Outline

- A. Course Introduction and CJS Overview (6 hours [6])
1. What is Criminal Justice?
 2. The Crime Picture
 3. Criminal Law—Social Contract Deterrence Theory

Exam 1 (1 hour [7])

- B. Policing (10 hours [17])
1. Purpose & Organizations

3. Policing: Issues & Challenges

Exam 2 (1 hour [18])

- C. The Courts (10 hours [28])
1. US Bifurcated Court System
- a. Criminal/Civil
 - b. Federal/State
 - c. Adult/Juvenile
 - d. Specialty Courts (drug, DUI, female, etc.)

3. Sentencing

Exam 3 (1 hour [29])

- D. Corrections (8 hours [37])

Excused absences are identified as (late registration, death, illness, military service, etc.)

service, and emergencies. All absences must be documented, with the documentation submitted to the professor during the first class attended after the absence. A determination of whether an incident constituted an emergency will rest with the professor [examples of what does not constitute an emergency are: 1) absences for hunting and fishing, 2) returning late from or leaving early for break, 3) missing class for weather when the University is not

closed, 4) social events (Homecoming pre-activities, weddings, etc.)]. For each class period

Grading: Grades will be assigned using the standard scale. Your total number of points will be averaged and letter grades assigned as follows:

A = 90 to 100%	358 points or more
B = 80 to 89%	318 - 357 points
C = 70 to 79%	278 - 317 points
D = 60 to 69%	238 - 277 points
F = \geq 59%	237 or fewer points

VI. Undergraduate Course Attendance Policy

Attendance: It is required that an attendance policy be developed by individual faculty and

included in students' syllabi. (See undergraduate catalog for Undergraduate Course Attendance Policy.)

VII. Required Course Material

(Text) Schmalleger, F. (2011). *Criminal justice: A brief introduction* (9th ed.). Boston: Pearson, Prentice-Hall.

(Non-Text) Beccaria, C. (1986). *On crimes and punishments*. (D. Young, Trans.) Indianapolis, IN: Hackett Publishing Company. (Original work published 1764).

Supplemental articles will be assigned throughout the semester and distributed in class or made available on-line.

VIII. Special Resource Requirements

None

IX. Additional Classroom Policies

~~Disability accommodations: If a student has a disability that qualifies under the American with~~

Academic Honesty: Students are expected to do their own work. A very high price can be paid when you are caught cheating: too high to risk. Please refer to the following site for a more detailed description of the University's policy concerning academic dishonesty:

Classroom Conduct: Creating an effective and pleasant learning environment requires cooperation. This is especially important in a course like this one, in which we discuss controversial topics. Remember to respond to *ideas*, not people, and to treat each other with respect.

Siegel, J. I. & Worrall, J. I. (2012). *Essentials of criminal justice* (6th ed.). Belmont, CA:

Walker, S. & Katz, C. (2010). *The police in America: An introduction* (7th ed.). Boston:

McGraw-Hill.

Waller, B. N. (2008). *You decide: Current debates in criminal justice*. Boston: Allyn and

Part II.

2. Summary of the proposed revisions.

1. Objectives – the course objectives were revised from the original syllabus of record and aligned with both the Social Science Required Course Content and the Social Science Common Learning Objectives.

These objectives are:

Social Science Common Learning Objectives

At the conclusion of the course, the student should be able to demonstrate knowledge and understanding of:

- the ways of modeling individual and social behavior and its interrelationships with other disciplines.
- the past and present from historical, philosophical, social, and spatial perspectives.
- the ethical and behavioral consequences of decisions on individuals, societies, and the physical world as appropriate.
- him- or herself and a respect for the identities, politics, and cultures of others.
- skills in problem solving, critical thinking, synthesis, and a commitment to intellectual honesty.

2. Updated textbook reading to a more current book.

3. Updated and added to bibliography.

Part II.

3. Justification/Rationale for the revision.

The course currently is approved as a Liberal Studies Social Science course and is being revised

to meet the curriculum criteria for this category.

Two essay questions with responses (25 points)

Writing Ability (questions and model answers)

(5 points)

_____ 5 points

Question:

_____ 6 points

Solicit response to a central idea (2 points)

Acceptable response required (1 point)

more than one sentence

Model Answer:

_____ 14 points

Dependent response within 50% (2 points)

of 100 words (95 – 105)

Student's Thinking Skills (6 points)

Response was well thought through and justifiable

Quality of Response (6 points)

Systematic
In-depth Thinking

Liberal Studies Course Approval General Information

1. Criminology 101 is a multiple-section, multiple-instructor course, required of all first year criminology students, COSC Information Assurance Majors, Information Assurance minors

Criminology Department will assure basic equivalency in objectives, content, assignments, and evaluation by assigning responsibility for course coordination to the department's undergraduate curriculum committee, which is our department's current practice. Periodic discussion has been and will continue to take place during regular department meetings and at semi-annual meetings dedicated to the topic for faculty to exchange ideas about resources, text selection, and teaching strategies. Official and unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.

2. All sections offered under the rubric of the proposed CRIM 101 will include perspectives, experiences, and contributions of women (i.e., Adler, Chesney-Lind, Glueck, Horney, McCord, Millett, Moffitt, Naffine, Petersilia, Rafter, Zahn, etc.) as well as racial and ethnic minorities (i.e., Brown, Du Bois, Gabbidon, Frazier, Georges-Abeyie, Hawkins, Mann, Wells-Barnett Wilson, Work, and Young) [See course outcomes 1-3 and 5]. Methods of study such as statistical analysis, cohort studies, self-report surveys, victimization reports, individual case studies,