



North Central State College
MASTER SYLLABUS
2019-2020

- A. Academic Division: Liberal Arts
- B. Discipline: Criminal Justice
- C. Course Number and Title: CRMJ1010 Introduction to Criminal Justice
- D. Course Coordinator:
Assistant Dean: Dr. Steve Haynes

Instructor Information:

- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

- E. Credit Hours: 3
- F. Prerequisites: None
- G. Syllabus Effective Date: Fall, 2019
- H. Textbook(s) Title:

Criminal Justice Today: An Introductory Text for the 21st Century

- Authors: Frank J. Schmalleger
- Copyright Year: 2016
- Edition: 14th
- ISBN #: 9780134145594

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This course introduces the student to the American System of Criminal Justice including growth and historical development. Emphasis will be placed on the criminal justice subsystems of law enforcement, corrections, courts, the Ohio court structure, and the juvenile justice system. In addition, this course will examine the ethical, professional, and legal issues confronting the criminal justice professional.
- K. College-Wide Learning Outcomes:

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	Creative Project-Critical Thinking VALUE Rubric-wk 15
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall: (any or all assessments can be conducted unless otherwise stated within the specific outcome.)

Outcomes	Assessments – How it is met & When it is met
1. Explain the origin and evolution of the criminal justice system and how it has led to its current form <i>a. Using guided open discussion techniques, students will be introduced to the criminal justice system (the history, the players, the process, the goals) in its most basic form.</i>	TAG #2 –Weeks 1-15 Exam-weeks 6,7 <i>b. To demonstrate understanding of the topics assigned, students will complete current event assignments throughout the semester.</i>
2. Describe the contribution of each of the components of the criminal justice system (police, courts (Ohio courts), and corrections) to the administration of the justice system (including the juvenile justice system) <i>a. Using guided open discussion techniques, students will describe each component within the criminal justice system.</i>	TAG #1 Weeks 1-15 <i>b. To demonstrate understanding of the topics assigned, students will evaluate the issues, and complete an independent and guided reflection activity relating to the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade).</i>
3. Identify the different types of crime and their extent in society <i>a. Using guided open discussion techniques and group/peer-review activities, students will be introduced to the concepts of crime; crime causation, patterns, rates, and trends; and victimology.</i>	Week 3 Exams-weeks 6,7 <i>b. To demonstrate understanding of the topics assigned, students will evaluate the types of crime, the issue of criminal behavior in society (Class Activity Grade).</i>
4. List and describe the mission, roles and strategies of policing <i>a. Using guided open discussion techniques and group activities, students will better understand why the concept of Policing is a necessary component of the criminal justice system. Students will examine the history of the profession; the differences in the various law enforcement agencies; and how technology is changing the perspective of investigation.</i> <i>b. Using guided open discussion techniques and group activities, students will be able to better understand the role and function of law enforcement agents and how policing, as one component of the entire criminal justice structure, is necessary to the function of the whole system. Students will also examine the roles and functions of supporting professionals (i.e., forensics professionals) who work alongside police officers in an investigative role.</i> <i>c. Using guided open discussion techniques, and by viewing a documentary video, students will understand police culture, style, police discretion, and the major challenges facing modern policing.</i>	TAG #7 Weeks 5-7 Exams-week 6,7 (@ Six class sessions) <i>b. To demonstrate understanding of the role and function of police officers, students will have an opportunity to debate the success of various methods of crime deterrents (community policing vs. problem-oriented policing) and hypothesize on methods to improve the function of the police officer (Class Activity Grade).</i>
5. Define restorative justice and identify its role in serving the needs of participants in the criminal justice process <i>a. Using guided open discussion techniques, students will be able to recognize the similarities and differences between the models of community sentencing, traditional probation services, intermediate sanctions, and restorative justice.</i> <i>b. Using guided open discussion techniques, students will be able to better understand the role and function of the court, judge, prosecutor, and defense attorney in the justice process. A particular emphasis will be placed on examining the challenges of prosecuting and representing the “unpopular” client [the indigent; the admittedly guilty; the high-profile clients; the extremely violent client; the mentally-impaired client]. Students will have the opportunity to view videos relating to interesting issues from criminal trials to better understand the trial process.</i>	TAG #6 Week 8-10 Exam-week 15 (@ Six class sessions) <i>c. To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade).</i> <i>d. To demonstrate understanding of the topics assigned, students will work in teams to draft either an opening or closing trial statement based on a fact pattern of a person accused of a crime (Class Activity Grade).</i>

Outcomes	Assessments – How it is met & When it is met
<p>6. Compare and contrast the differences between community-based and institutional corrections</p> <p>a. <i>Using guided open discussion techniques, and by viewing a documentary video, students will be able to identify the components of the corrections system, summarize the role of the correctional officers and administration, and discuss the modern trends and challenges within the inmate population. Additionally, students will consider the similarities and differences in the adult vs. juvenile systems and in male vs. female inmate populations.</i></p>	<p>TAG #8 Weeks 11-13 Exam-week 15 (@ Six class sessions)</p> <p>b. <i>To demonstrate understanding of the unique challenges facing the corrections system, the students will divide into two groups and each present a point-of-view presentation on one of the two topics (Class Activity Grade):</i></p> <ul style="list-style-type: none"> • <i>Causes of prison violence and the inmate social code; or</i> • <i>The effectiveness of the processes of parole and offender reentry</i>
<p>7. Assess and evaluate the process of a case as it progresses through the criminal justice system commencing with the offenses and culminating with the release from a disposition (with an emphasis on the Ohio Court Structure)</p> <p>a. <i>Using open discussion techniques and group/peer-review activities, students will better understand the history of punishment and identify the major goals of the contemporary punishment and sentencing components of the justice system.</i></p> <p>b. <i>Mock exercises evaluating the roles and impact that the police, courts and corrections have on individual being processed through the system.</i></p> <p>c. <i>Students will also have an opportunity to review scholarly journals that debate the arguments for and against capital punishment and discuss the relevant legal issues faced by states with that choice.</i></p>	<p>TAG #4 weeks 2-14 Exam-week 15</p> <p>d. <i>To demonstrate understanding of the topics assigned, students will prepare a sentencing recommendation report using a sample case (Class Activity Grade).</i></p>
<p>8. Identify and discuss ethical issues in criminal justice.</p> <p>a. <i>Assignment of major ethical issues for research and class presentation. Discussion and worksheet on Ethical situations or dilemmas and how various ethical systems would apply.</i></p>	<p>TAG #11 Week 14 Exam-week 15</p> <p>b. <i>To demonstrate understanding of the topics assigned, students will examine ethical rules and debate the modern challenges faced by law enforcement, corrections and court professionals, as by individual research (Project Grade).</i></p>
<p>9. Recognize and explain the impact of diversity in the system and on all those involved in the system</p> <p>a. <i>Using open discussion techniques and group/peer-review activities, students will better understand the importance of diversity in the justice system.</i></p>	<p>TAG #10 Week 4 Exam-weeks 6,7</p> <p>b. <i>To demonstrate understanding of the topics assigned, students will describe and discuss the effects of multiculturalism, the importance of diversity and the challenges faced in the Criminal Justice System – Policing, Courts, and Corrections (Class Activity Grade).</i></p>
<p>10. Explore the many career paths in criminal justice</p> <p>a. <i>Students will also have an opportunity to explore the critical skills necessary for a career in criminal justice.</i></p>	<p>Weeks 1-15</p> <p>b. <i>To demonstrate understanding of the topics assigned, and to allow students an opportunity to consider their own career goals, students will be assigned a Career Project to be completed over the next course of the semester (Project Grade).</i></p>

M. Topical Timeline (Subject to Change):

- Week One: Orientation and Historical development
- Week Two: What is Criminal Justice
- Week Three: Crime statistics/types of crime
- Week Four: Issues of diversity in Criminal Justice
- Week Five, Six, and Seven: American Policing
- Week Eight, Nine, and Ten: Structure of American Courts and Adjudication
- Week Eleven, Twelve and Thirteen: Corrections, Probation and Parole
- Week Fourteen: Ethical issues Law Enforcement, Courts, and Corrections
- Week Fifteen: Career Exploration in Criminal Justice
- Wrap-up Final

N. Course Assignments:

1. Worksheets
2. Exams
3. Group Exercises
4. Worksheets
5. Video Reviews
6. Guided Discussion
7. Presentation
8. Career Exploration Project
9. Creative Project

O. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93-100	A	4.00	Superior
90-92	A-	3.67	Superior
87-89	B+	3.33	Above Average
83-86	B	3.00	Above Average
80-82	B-	2.67	Above Average
77-79	C+	2.33	Average
73-76	C	2.00	Average
70-72	C-	1.67	Below Average
67-69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Poor
00-59	F	0.00	Failure

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

Important information regarding College Procedures and Policies can be found on the [syllabus supplement](https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>

The information can also be found Choose an item.