Marian University's School of Arts and Sciences
Criminal Justice Program
CRJ 220 Syllabus: Critical Issues in Criminal Justice

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Class Information: Online course

Text: Criminal Justice Realities and Challenges, 2nd Edition, Ruth E. Masters, McGraw Hill Publishing, ISBN 978-0-07-802652-2

Number of Credits: 3

Course Description:
This course examines trends and issues in the delivery of public safety issues and services. It explores strategic innovations such as community policing, problem-oriented policing, disorder-based policing, Intelligence-Led Policing and the use of technologies. It discusses criminal   justice effectiveness and reviews what research tells us about 'what works'. The course also examines issues of law legitimacy and accountability, corruption, regulating use of force and brutality, special and legal issues in policing as well as in a law enforcement agency, and the challenges involved in ensuring that criminal justice professional's behavior conforms with democratic principles such as fairness, equity, access to justice and respect for human rights. It also looks at issues of equity and diversity as regards to women in the criminal justice arena and relationships with ethnic minority communities. Finally, it sketches and assesses developments in private policing, both domestically and globally. While this class focuses on critical issues in the United States, it offers a global perspective and incorporates examples from different parts of the world.

Course Objectives:
1. Understand strategic innovations in the criminal justice field and compare their operational and philosophical assumptions.
2. Identify the various skills and resources required of criminal justice practitioners in addressing the gamut of crime, special issues in policing, the court system, and corrections, and other problems they are called upon to address.
3. Imagine ways of improving the ethical conduct of criminal justice professionals and the democratic character of criminal justice generally.

School of Arts and Sciences Criminal Justice Program

To promote the professional success, competence, and effectiveness of its graduates, Marian University's School of Arts and Sciences, Criminal Justice Program, endeavors to continually:

1. Educate students through challenging, relevant undergraduate, graduate, and certificate programs.
2. Pursue individual diversity with dignity and respect.
3. Collaborate with the greater community which it serves.
4. Effect social justice, the cultivation of intellect, and a willingness to serve.

Marian University Core Values

This course incorporates Marian University's commitment to the following core values:

1. **COMMUNITY:** Respecting our diversity as individuals, we encourage, challenge and nurture one another, joining together to accomplish our shared mission and vision.
2. **LEARNING:** We engage in a collaborative lifelong process of seeking truth and appropriating knowledge and values to transform the individual, our communities and the world.
3. **SERVICE:** Through active service and ministry, we support one another and seek to meet the needs of the larger community.
4. **SOCIAL JUSTICE:** We work to create individual and societal change, which supports the value, dignity and opportunity of every person.
5. **SPIRITUAL TRADITIONS:** Valuing Marian's Catholic religious heritage, we respect each individual's freedom to explore a diversity of spiritual beliefs.

Student Learning Outcomes:

The overall course goal is to provide instruction regarding the principles of the criminal justice system. By the end of this course students will:

- Identify foundations of criminal justice
- Differentiate between courts, corrections, and police
- Distinguish the role of law enforcement in criminal justice
- Discuss the problem of mental health in criminal justice professionals
- Identify computer technology in criminal justice agencies
- Evaluate the purpose of a police hiring practice
- Analyze crimes on the Internet
- Understand the issues of domestic violence and drug abuse in policing
- Understand terrorism in the United States
- Demonstrate their knowledge of crimes against the environment
- Demonstrate their knowledge of organized crime in the United States
- Evaluate the problem of Human Trafficking
- Evaluate the future crime trends of criminal justice in the United States

Student Learning Outcomes and Performance Indicators:
> The overall course goal is to provide instruction regarding the principles of the criminal justice system. Student comprehension of these goals will be assessed through a series of examinations, assignments, and presentations.

1. (1) **Knowledge Acquisition**: Students use analytical skills to research, interpret and evaluate information within a variety of learning contexts.
   a. Performance Indicators.
      i. Students demonstrate the ability to gather information from a variety of sources.
   b. Embedded in Course Learning Goal(s).
      i. Evaluate the purpose of community corrections.
   c. Assessment Activities.
      i. Pretest.
      ii. Posttest.
   d. Performance Indicators.
      i. Demonstrate knowledge of basic facts, concepts, and processes with the criminal justice system.
   e. Embedded in Course Learning Goal(s).
      i. Distinguish the role of law enforcement in criminal justice.
      ii. Analyze how the courts affect criminal justice.
      iii. Differentiate between courts, corrections, and police.
   f. Assessment Activities.
      i. Pretest.
      ii. Posttest.

2. (4) **Global Perspectives**: Students understand the impact of culture on individual and group beliefs and actions.
   a. Performance Indicators.
      i. Examine how one's values and beliefs influence interactions.
   b. Embedded in Course Learning Goal(s).
      i. Demonstrate their knowledge of the criminal justice system.
   c. Assessment Activities.
      i. Pretest.
      ii. Posttest.
   d. Performance Indicators.
      i. Identify and understand multiple perspectives.
   e. Course Learning Goal.
      i. Identify foundations of criminal justice.
   f. Assessment Activities.
      i. Pretest.
      ii. Posttest.

3. **Socially Responsible Action**: Students develop a personal sense of social justice.
   - *a.* Performance Indicators.
       - i. Identify injustice and explore possible alternatives.
   - *b.* Embedded in Course Learning Goal.
       - i. Compare and contrast the juvenile justice system to the adult criminal justice system.
   - *c.* Assessment Activities.
       - i. Pretest.
       - ii. Posttest.
   - *d.* Performance Indicators.
       - i. Develop strategies for engaging society in a socially just manner.
   - *e.* Embedded in Course Learning Goal.
       - i. Evaluate the future of criminal justice in the United States.
   - *f.* Assessment Activities.
       - i. Pretest.
       - ii. Posttest.

Teaching Strategies:

The instructor of this course may use lecture, PowerPoint presentations, videos, group discussion and written assignments in order to accomplish our learning objectives.

*According to commonly-accepted collegiate academic practices, success in this **3 credit course** requires work equivalent to a minimum of **135 hours of work (approximately 45 in class and 90 outside of class)**. Divide 135 by the number of weeks your course is in session to find out how many hours per week you will have to devote to this course. Coursework includes reading assignments to prepare for the exams, critical thinking questions to apply what was learned, reviewing video to apply the book to real life situations, research topics of interest and professionally present topic to the class, and review journal articles in the news applying the text book to real life situations.*

Disabilities Accommodations Policy:

Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact the Coordinator of Disability Services and Academic Support at 920-923-8951.

Grading Information:

Exams: Midterm and Final (x2)	40% of grade (20% each)
Written research paper	30% of grade
Weekly online assignments	30% of grade
	=100%

1. Exams: There will be two exams—a midterm and a final. The final exam is not cumulative. The exams will be posted online for you to complete during the week they are due. Both exams will consist of multiple choice questions, which will come from the textbook readings and associated PowerPoint presentations available on MO2.

2. Written research paper: You are to conduct research and write a final paper based on an approved topic. This paper should be at least 5-6 pages long and include a title page and a reference list. (These do not count towards page total). The paper must clearly articulate and define a critical issue in criminal justice.

To gain an "A," the paper must be clear, well-organized, and well written, exhibit a thorough understanding of the course content (supported with examples), be strategic in your plan for improvement regarding any policy recommendations and your paper must follow APA guidelines.

Investigate the topic. Use articles and/or books, etc., for background. Don't just report. Discuss pros and cons. Evaluate. Use your own words in addition to any citations. Quote where appropriate. Give citations for facts and quotes. Discuss how your topic relates to material covered in the text and/or in class discussions.

3. Weekly online assignments: There will be weekly assignments posted online. These may include short written assignments, videos to view and comment on, and online forums in which to discuss particular topics of relevance. Participation is very important as we learn by sharing ideas and information. An online course requires the commitment from you as a student to be present in the classroom answering questions, asking questions, responding to peers, and posting comments. It is expected that these assignments be completed and turned in by the due dates posted.

Grading Distribution:

A = 100 – 93%	C = 76 – 73%
A- = 92 – 90%	C- = 72 – 70%
B+ = 89 – 87%	D+ = 69 – 67%
B = 86 – 83%	D = 66 – 63%
B- = 82 – 80%	D- = 62 – 60%
C+ = 79 – 77%	F = 59% and Below

ATTENDANCE POLICY:
Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from the class by a student not only limits that student's learning, but it also limits the learning of the entire class that is deprived of the student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus. Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

Adult Studies - Online Attendance Policy:
As in the face-to-face environment, Marian Online classes require attendance. 'Attendance' is defined as participation in both the individual assignments and discussions. Learners who do not participate in a given learning session or who fail to complete the learning session's assignment will be 'absent' for said class period. **[You are required to *at least* logon to Marian Online 2 during a weekly session to be marked as attended for that session!]**

While engaged in an online course, you will be expected to sign into the Marian Online system regularly, checking for e-mail updates, material uploads, and other course events. You will likewise be expected to respond to all class-related correspondence within 24 hours after it is posted. In extenuating circumstances, such as travel or health-related situations, more time between sign-ins may be approved; however, you will need to notify your instructor ahead of time and request approval.

Classroom and Campus Expectations
Students are encouraged to maximize their learning experience at Marian University. Ideal learning takes place in an environment where trust, mutual respect and active engagement are valued and observed by all participants.

Students at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University, including online, Facebook, and other web-based venues.

A student who the instructor believes is acting inappropriately in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Conduct and Discipline:

1. The Professor reserves the right to change the course when and if needed to assure the learning outcomes are accomplished. If this happens, elements of this written syllabus will change. If necessary, the Professor will provide you with as much time as possible to change or modify any due dates and assignments that are required then.
2. Any student needing additional help should make arrangements with the instructor.
3. Class discussion should be conducted in a mature, professional manner. Students are encouraged to express their own opinions on course topics. Differences of opinion will be handled in a non-threatening, apolitical manner. Students will treat each other with respect. Discussion will be about ideas and not personalities. To disagree does not mean being disagreeable.
4. Any student not complying with these policies will be dismissed from the class and marked absent for the period. If unacceptable behavior persists, the student will receive no grade for assignments due that week. Dismissal from the class is at the option of the Professor.

The Academic Honesty Statement

The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper will be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited.

Academic Honesty:

- *Plagiarism* - presenting someone else's words, ideas, or data as your own work.

- *Fabrication* - using invented information or falsifying research or other findings.

- *Cheating* - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered.

- *Academic Misconduct* - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Academic honesty is highly valued at Marian University. Students must always submit work that represents their original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, all relevant sources must be cited along with the extent to which such sources were used. Please make sure to cite the work you are referencing both in the text and on the reference page. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications,

whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Consequences specified in the Marian University Academic Honesty Policy will be applied to any student who commits academic dishonesty by plagiarizing or cheating. If plagiarism or recycled papers are found, the assignment will earn an "F".

In addition to the expectations of academic honesty, it is expected that students will very carefully review and edit papers before final submission. All written assignments should be spell and grammar checked and written in APA format.

The instructor reserves the right to modify this syllabus as needed.

Marian University Standards for Professional Conduct

Professional behavior requires the highest standards of conduct. In public safety (e.g., law enforcement, corrections, security) and in business (e.g., accounting, finance, marketing), one earns the trust and respect of others through what they say and what they do. Professional behavior is a significant expectation for university students. It is said that the best predictor of future behavior is past behavior – the university is a student's training ground for future professional work. Faculty and Staff in the School of Business and Public Safety expect the highest standards of honest, ethical professional conduct from each of our students – it is a component of students' overall evaluation. There are several primary components of professional behavior: respect for others, full engagement, responsibility and integrity, and commitment to quality.

Respect for Others
Showing respect for others is the basis of all professional behavior. Professionals
- Are courteous and display good manners.
- Are punctual – i.e., not arriving late, not leaving early.
- Keep personal opinions of people private.
- Accept constructive criticism gracefully.
- Listen to others.
- Accept responsibility and apologize for any errors or misunderstandings.
- Speak clearly and in language others can easily understand.

Full Engagement
Professionals give their best effort in all tasks. They
- Demonstrate intellectual curiosity that encompasses the subject and its foundations.
- Are motivated to be a self-learner who initiates and sustains needed efforts to accomplish academic and personal goals.
- Recognize personal strengths and weaknesses and work to overcome or accept personal limitations.
- Accept that a demanding professional program requires personal sacrifices.
- Demonstrate cooperation and ability to both lead and serve as a team member.
- Participate actively in class.

Responsibility and Integrity
All professionals need to take responsibility for themselves and their work. Professionals
- Exercise honesty in all of their communications and work.
- Meet all deadlines for assigned tasks; ask for help in advance of the due date
- Are prepared before classes and meetings and when making presentations
- Are impartial – keep personal bias and intolerances out of discussions
- Are reliable and dependable
- Ensure they present themselves professionally with good hygiene and appropriate dress
- Demonstrate self-control and avoid public arguments and disagreements

Commitment to Quality
Always do your best work. Your name is on all of your work - it is a reflection of you.
- Assignments should be free of spelling and grammar errors.
- Assignments should be neatly formatted to enhance readability.
- All pages should be in the correct order.
- Ensure that your assignment fulfills all requirements and answers all questions.
- Ensure that your answers demonstrate understanding.

Writing

Central Idea/Critical Thinking (logic and argumentation)

5	The central idea/thesis/argument is stated clearly and responds appropriately to the assignment. The paper uses logic and evidence effectively, and each section provides a convincing argument to support the paper's central idea.	
4	The paper's thesis/central idea is stated clearly and responds appropriately to the assignment. The paper offers reasons to support its points, shows some interpretation of evidence, and explains connections between evidence and main ideas. There is some faulty logic.	
3	The thesis/central idea is adequate, but does not completely satisfy the assignment. It may develop the central idea only in general terms, use generalizations to support its points or examples that are not relevant, depend on unsupported opinion or personal experience, or assume that evidence speaks for itself. The paper demonstrates logic that is unclear or arranged ineffectively.	
2	The paper does not have a clear central idea or does not respond appropriately to the assignment, and/or the thesis/central argument is too vague or obvious. The paper may depend on clichés or overgeneralizations for support and/or offer little evidence.	
1	This paper lacks a thesis/central idea and does not respond to the assignment. It may have no appreciable organization, use irrelevant details or lack supporting evidence entirely, and/or is too brief. It lacks transitions and coherence.	

Organization

5	The paper consistently demonstrates a structure appropriate for purpose, audience, and/or technology field. It guides the reader through the chain of reasoning or progression of ideas, and utilizes transitions appropriately.	
4	The paper generally demonstrates a structure appropriate for purpose, audience, and/or technology field, an appropriate progression of ideas, and the correct use of transitional devices.	
3	The paper minimally demonstrates a structure appropriate for purpose, audience, and/or technology field, a basic progression of ideas, and a rudimentary usage of transitions that may inhibit idea flow.	
2	The paper demonstrates a random organizational pattern, with little to no paragraph coherence and too few or inappropriate transitions. It may lack topic sentences or main ideas and all (most) paragraphs do not relate to the central theme.	
1	The paper has no appreciable organization and may lack coherence and/or transitions.	

References/Support

5	The paper consistently utilizes sources appropriately and evaluates them critically while demonstrating a meticulous adherence to the citation methods appropriate to the discipline.	
4	The paper generally utilizes and cites sources appropriately, and evaluates them critically.	
3	The paper marginally utilizes and evaluates sources and demonstrates difficulty with the citation methods appropriate to the discipline.	
2	The paper does not utilize or evaluate sources appropriately and demonstrates difficulty with the citation methods appropriate to the discipline.	
1	The paper either has no/too few sources with little/no critical analysis and inappropriate citation.	

Style/ Mechanics

5	The paper contains almost no errors and demonstrates vocabulary usage and sentence style befitting the paper's audience and purpose.	
4	The paper contains few errors and generally demonstrates vocabulary usage and sentence style befitting the paper's audience and purpose.	
3	The paper contains several mechanical errors and only marginally demonstrates vocabulary usage and sentence style befitting the paper's audience and purpose.	
2	The paper contains several mechanical errors and inappropriate vocabulary usage and sentence style.	
1	The paper contains major mechanical errors and inappropriate vocabulary usage and sentence style.	