JUS510 Contemporary Issues & Trends in Criminal Justice
(3 credit hours)
Course Syllabus

Course Description

Provides a contemporary overview of the criminal justice system with a focus on current trends, major crime problems and statistics, crime control issues, the nature and causes of crime, justice agencies and personnel, key decision-making by justice agents, and the changing features of the American legal system and criminal justice agency management which impact on the quality of service to community residents.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Employ research literacy and critical thinking skills to evaluate discipline-specific knowledge.
2. Analyze and critique current reports, research, and discussions in the literature and relate them to contemporary criminal justice practice.
3. Debate contemporary issues that confront criminal justice practitioners/leaders within the criminal justice field today.
4. Apply problem-solving skills to contemporary issues, ethical dilemmas, and critical questions in criminal justice.
5. Identify new developments in the law and the legal process and consider how they impact crime victims, criminal justice agencies, citizens, and practitioners.

Prerequisites/Corequisites

None.

Required Textbook(s) and Resources

For this course you will need to purchase the following materials:

There is no required textbook for this course.

It is strongly recommended that students purchase the most 7th edition of the APA Style Manual if you do not already have one (ISBN978-1433832161). This manual is used throughout your entire graduate program. There are also online resources such as Academic Writer, which are located in all Moodle Shells and APA Help Tutorials through Pfeiffer Library.

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24/7 Tech Support: 855-664-1200

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online@tiffin.edu

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays, although the final activity in Week 7 is due on Thursday.**

Learning Activities

Throughout this course, various learning activities will determine your understanding of the course material and ultimately your successful completion of the course. Class discussion forums will allow us to explore different topics in the course that are multifaceted and often debatable. These forums will allow each student to present their stance on the issues and learn from other perspectives than their own to gain a holistic view of each topic.

Each week there will be a short research assignment related to the weekly learning goals. All assignments will require scholarly research and a well-written paper in APA format. These papers are created to allow each student to do a deeper dive into a specific issues that we have been discussing in the forums, often the student will have some choice in parts of the assignment and/or will be able to apply the assignment to their personal life.

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There are two significant projects in Weeks 6 & 7 that will be the capstone assignments for the course. Week 6 will be the final paper where students can select an issue that is of interest to them and use the knowledge that they have gained throughout the course, in addition to their own research, to improve upon a current CJ issue/procedure/process. In Week 7, students will create a visual/audio presentation that describes the findings in their paper a hypothetical audience of stakeholders. These final capstone projects will allow students to examine authentic real world problems and work towards becoming a part of the solution.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion Activity 1.1 (n/a) Activity 1.2 (30)	**Discussions** Activity 2.1 (30)	**Discussions** Activity 3.1 (30)	**Discussions** Activity 4.1 (30)	**Discussions** Activity 5.1 (30)	**Discussions** Activity 6.1 (30)	**Discussions** Activity 7.1 (30)	**210**
Assignments Activity 1.3 (75)	**Assignments** Activity 2.2 (25) Activity 2.3 (75)	**Assignments** Activity 3.2 (75) Activity 3.3 (10)	**Assignments** Activity 4.2 (75) Activity 4.3 (10)	**Assignments** Activity 5.2 (75) Activity 5.3 (10)	**Assignments** Activity 6.2 (200) Activity 6.3 (10)	**Assignments** Activity 7.2 (150)	**790**
105	**130**	**115**	**115**	**115**	**240**	**180**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the Academic Bulletin for grade appeal information.

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Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	❏ MON: Activity 1.1: Introductory Forum – Photo Op – Initial Post
Week 1: Brainstorming Contemporary Issues Article Critique	❏ SAT: Activity 1.1: Introductory Forum – Photo Op – Secondary Posts ❏ SUN: Activity 1.2: Contemporary Issues – Google Doc Brainstorming ❏ SUN: Activity 1.3: Article Critique
Week 2: Defunding the Police Corruption & Misconduct Civil Unrest/Protests	❏ WED: Activity 2.1: Police & Community Relations – Initial Post ❏ SAT: Activity 2.1: Police & Community Relations – Secondary Posts ❏ SUN: Activity 2.2: Final Project Topic Submission ❏ SUN: Activity 2.3: Guided Byline Report
Week 3: Diversity in Policing Recruitment Women in Policing	❏ WED: Activity 3.1: Criminal Justice Agencies Today – Initial Post ❏ SAT: Activity 3.1: Criminal Justice Agencies Today – Secondary Posts ❏ SUN: Activity 3.2: Effective Recruitment Practices
Week 4: PTSD/Suicide Job Related Stress Mental Health Wellness	❏ WED: Activity 4.1: Mental Health in Criminal Justice – Initial Post ❏ SAT: Activity 4.1: Mental Health in Criminal Justice – Secondary Posts ❏ SUN: Activity 4.2: Personal Mental Health: Wellness Plan ❏ SUN: Activity 4.3: Final Paper/Presentation Checklist

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Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 5: Prison Overcrowding Drug Epidemic/Legalization	❏ WED: Activity 5.1: Drug Legalization – Initial Post ❏ SAT: Activity 5.1: Drug Legalization – Secondary Posts ❏ SUN: Activity 5.2: Prison Overcrowding ❏ SUN: Activity 5.3: Final Paper/Presentation Checklist
Week 6: Firearm Violence Human Trafficking Cyber Threats Criminal Gangs Immigration Domestic Extremists	❏ WED: Activity 6.1: Priority Threat – Initial Post ❏ SAT: Activity 6.1: Priority Threat – Secondary Posts ❏ SUN: Activity 6.2: Final Paper ❏ SUN: Activity 6.3: Final Paper/Presentation Checklist
Week 7: Plea Bargaining Grand Jury	❏ WED: Activity 7.1: Judiciary Processes – Initial Post ❏ THU: Activity 7.2: Narrated Presentation ❏ SAT: Activity 7.1: Judiciary Processes – Secondary Posts

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

● Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

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- Monitor your TU email account **daily** for important updates and announcements.

- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations).

  o Utilize and incorporate instructor provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:

  o clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

  o thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

  o provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's Meet the Team page.

For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page. Veterans and active military can seek assistance from TU's Veteran and Military Services Web Page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.