

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CRJU 105

Year: 2020-2021

Course Title: Introduction to Criminal Justice

Credit Hours: 3

I. Course Description: This is an introductory study of the agencies and processes involved in the criminal justice system. Topics include the roles of the executive, legislative, and judicial branches of government, law enforcement agencies, prosecutors, criminal courts, the various components of corrections, and causes of crime. Roles and problems of criminal justice in a democratic society are analyzed, and emphasis is placed on the relationships among the major components of the system. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement assessment. 3 Cr. (3 Lec.) Fall and spring semesters

II. Additional Course Information:

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| 1. This course is required for all students in the Criminal Justice program. It is a prerequisite for CRJU205, CRJU210, CRJU215, and CRJU230. |
| 2. This course can fulfill a Social Science or a Liberal Arts Elective for all students. |
| 3. Criminal Justice majors must earn a "C" or better in this course. |
| 4. While this course would be of interest to those considering careers in criminal justice or human services, it does not meet SUNY General Education requirements. |

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Describe modern theories of and approaches to policing. |
| 2. Discuss and assess current issues in law enforcement, courts and corrections, including factors, which affect the level of crime, arrests, convictions and incarceration rates. Analyze disparity in arrests, convictions and sentencing. |
| 3. Analyze the content and application of pertinent Amendments including the 1 st , 4 th , 5 th , 6 th , 8 th and 14 th as well as related landmark decisions rendered by the courts |
| 4. Describe the jury trial process and explain the concept of proof beyond a reasonable doubt, purposes of sentencing, and why guilty pleas are offered and the issues with guilty pleas. |
| 5. Explain the difference between jails and prisons, and among different security level prisons. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Students must write two brief research essays or one longer essay analyzing at least three sources on a topic or emerging issue in criminal justice. The students analyze the problem and, when appropriate, consider possible solutions. Students work alone or in small groups to analyze issues and come up with meaningful examples to be discussed with the entire class.

Social/Global Awareness

Students analyze crime and criminals and how society labels and treats them. There is discussion of criminal records and integrity violations and the impact on ability to attend college and obtain jobs. Cross-cultural and global perspectives and comparisons may be utilized.

Students also examine personal and institutional racism by police, courts, and corrections. Differences in treatment and case outcomes based on economic status are also explored.

Information Management

Students collect and analyze data from preferred databases and journals for their research essays.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Defining and categorizing crime
2. Crime statistics and unreported crime
3. Police history
4. Approaches and issues in policing law enforcement, courts and corrections and disparity in arrests, convictions and sentencing
5. Constitutional interpretation of Amendments and pertinent court decisions
6. Courts and the trial process
Plea Bargain Processes
7. Sentencing
8. Prisons and jails

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. At least two, preferably more, non-comprehensive exams. Quizzes may be used to supplement exams. Quizzes and exams will focus on essential topics noted above.	40%-70%
2. Two or more research essays (two to four three to five pages), each on a specific criminal justice topic chosen by the instructor, or one research essay of at least five seven to ten pages. While the instructor can (and should) may provide the students with an article or a source research sources, these essays must have a novice research component. Recommended topics include fear of crime, problems in policing, plea-bargaining cases, problems in jails or prisons, prisoners' rights, and racial disparity in the criminal justice system. Topics will be designed to stimulate and engage students' critical thinking skills. The instructor must guide the student in finding additional appropriate sources, perhaps during a class in the library. The essay assignment must require a bibliography. American Psychological Association (APA) style is encouraged.	20-40%
3. Attendance, class participation and brief assignments	10%-20%

VII. Texts– **Required** **Recommended** **Used for more than one course (list courses)**

1. *Study Guide for Introduction to Criminal Justice*, Criminal Justice Program Faculty, 2019 ed., Dryden, NY: Tompkins Cortland Community College.

OR

2. *Essentials of Criminal Justice*, Siegel, L. J. & Worrall, J. L., 11th ed. (2019), Boston, MA: Cengage. ISBN: 1337557773 9781337557771.

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. *Essentials of Criminal Justice*, Siegel, L. J. & Worrall, J. L., 11th ed. (2019), Boston, MA: Cengage. ISBN: 1337557773 9781337557771.

2. *Criminal Justice: a Brief Introduction*, Schmallegger, F., 12th ed. (2018) Pearson. ISBN: 9780134548623 0134548620.

3. *Introduction to Criminal Justice: a Brief Edition*, Fuller, J., 2018 ed. New York, NY: Oxford. ISBN: 9780190298173 0190298170.

4. *Introduction to Criminal Justice*, Travis III, L. F., & Edwards, B. D. , 8th ed. (2015) Boston, MA: Anderson. ISBN: 9780323290715 032329071X.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual

Hampton, H. (Producer), & Rockefeller, T. K., Ott, T., & Massiah, L. (Directors). (1990). *A nation of law?* (1968-1971). *Eyes on the prize: America's civil rights years* [Motion picture]. United States: Blackside.
Imbriano, R. (Producer). (2006). *Gideon v. Wainwright. Key constitutional concepts*. [Motion picture]. United States: The Annenberg Foundation Trust at Sunnyslans.

Electronic: US Bureau of Justice Statistics, www.bjs.gov
Federal Bureau of Investigation, www.fbi.gov
NY Court System, www.NYCourts.gov
NYS Criminal Laws, ypdcrime.com
NYS Division of Criminal Justice Services, www.criminaljustice.ny.gov
NYS Department of Correctional and Community Supervision, www.doccs.ny.gov

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.