Course Title: Introduction to Criminal Justice
Credit Hours: 3.0 Semester Credit Hours
Course Schedule: Online
Prerequisite: NONE

Course Description: History and philosophy of criminal justice and ethical considerations; crime defined: its nature and impact; overview of criminal justice system; law enforcement; court system; prosecution and defense; trial process; corrections.

End-of-Course Outcomes: Describe and explain the history, philosophy and ethical considerations of criminal justice; define the nature and impact of crime on society and how it is integrated into the criminal justice system; distinguish between the civil and criminal court systems; and interpret the relationship between the components of the criminal justice system.

Student Learning Outcomes:

Quarter 1
Week 1 Crime and Justice in the United States
Upon completion the student will be able to discuss, describe, and list:

- What impact does the media have on the view of crime in our society? Why do you believe that?
- What is an institution of social control? List 5 institutions of social control.
- How does criminal justice persuade people to abide by the law?
- Who is the last line of defense against criminal conduct?
- What are the two definitions of jurisdiction?
- What are the 5 general types of punishment in the United States? Which do you feel is most effective?
- Why are myths about crime dangerous to our and a problem for our society?
- What are the four types of charging documents?

Week 2 Crime and Its Consequences
Upon completion the student will be able to discuss, describe, and list:

- What is the social definition of crime?
- What is the legal definition of crime?
- What are the problems with both the social and legal definition of crime?
- Discuss the difference between mala in se crimes and mala prohibita crimes?
- A law is enacted on January 12, 2008 making certain conduct illegal. Later that day Joe is arrested for violating that crime on January 6, 2008. Is it a legal arrest? If yes, why? If no, why?
- Using the Texas penal code chapter 8, how does Texas treat the following defenses to criminal responsibility?
  - duress
  - age
  - insanity
  - entrapment
  - necessity
- List the three basic crime statistics.
- What statistics are contained in the FBI’S UNIFORM CRIME REPORTS?
• List the Part I offenses.
• What are some reasons for the inaccuracy of crime statistics?
• List the reasons why victims may not report crimes to the police? Do you agree with the reasons given?
• Refer to chapter 12 of the Texas Penal Code and list:
• Three misdemeanors
• Five Felonies
• What is the Uniform Crime Report?
• What are the yearly costs of crime? How do you think we might bring the costs down?
• Do you think that 9/11 U.S. changed the way citizens fear crime? Explain your answer.
• What are the consequences of fearing crime?

Week 3 Explaining Crime
Upon completion the student will be able to discuss, describe, and list:
• What is a theory and how is it useful to the study of crime and criminals?
• Is it important to study criminal theory? Why?
  Discuss the difference between
• Classical Criminologists
• Neoclassical Criminologists
• Positivist Criminologist
• To be effective and just, Cesare Beccaria believed punishment should be what?
• William Sheldon’s three basic body types (somatotypes).
• What is the psychological or psychoanalytic positivists’ explanation of crime? What are the problems with this explanation?
• What is Maslow’s Hierarchy of Needs? How might these needs cause a person to commit crimes?

Week 4 Three Week Examination Review and Examination
Quarter 2
Week 5 The Rule of Law
Upon completion the student will be able to discuss, describe, and list:
• Discuss the differences between Civil Law and Criminal Law.
• What are the five types of criminal sanctions Employed by U.S. jurisdictions?
• Why is criminal law a political phenomenon? Do you agree?
• What are four sources of U.S. criminal law? Would you add any more sources?
• List the priority ranking of criminal law sources.
• Discuss the difference between SUBSTANTIVE VS. PROCEDURAL LAW. Where can each be found?
• List the types of law found in the U.S.
• What are the six procedural rights found in the fourth amendment?
• What are probable cause determinations for a legal arrest?
• What are probable cause determinations for a legal search?

Week 6 History and Structure of American Law Enforcement
Upon completion the student will be able to discuss, describe, and list:
• What were some features and problems of American policing with roots in early American and English law enforcement?
• List the key elements of the medieval tithing system?
• What are the two features of the English watch system that carried over to the U.S.?
• Do you believe the 12 Peelian reforms are as applicable today as they were when they were first applied?
• What were some significant problems with the watch system in early America?
• List the costs of operating law enforcement and other components of the criminal justice system?
• Police duties are identified by acronym “peppas” what is this?
• List the differences in federal, state, county, and local police department duties.
• What are sources of police role conflict? Why do you believe they are conflicts?
• Why a Sheriff’s responsibilities broader than other law enforcement are executive’s work?
• What four largest federal law enforcement agencies?

Quarter 3
Week 7 Policing: Roles, Styles, and Functions
Upon completion the student will be able to discuss, describe, and list:
• Do you believe the public supports the police? Do you believe that the support is the same across racial lines? Explain your answer.
• Do you believe the five elements of the police culture? Explain your answer.
• What are some features of the police role shared with other professionals?
• What are the unique features of the police role? Can you add more?
• There are five characteristics of the police personality do you believe that they are positive characteristics? Explain your answer.
• Bases on your limited knowledge do you believe in the three “l’s” of police selection?
• Police selection process has as many as twelve steps, do you believe that that is sufficient? What would you add or take away?
• What are key ingredients in community policing?
• What are the issues that will prevent community policing from being effective?
• There are major factors affecting a police officer’s discretion in deciding to arrest? Do you believe police officer should have discretion?

Week 8 the Administration of Justice
Upon completion the student will be able to discuss, describe, and list:
• Explain the dual court system of the United States
• Who are the key actors in the court process? What is the function of each?
• Why prosecutors are the most powerful actors in the process?
• What do judges consideration in bail? Do you believe bail is a fair process? Explain your answer.
• There are three basic types of plea bargain list them. Do you believe in plea bargains? Why or Why not?
• What are the purposes of initial appearance in court?
• What is bail? Do you believe that some criminal receive bail when they should not? Explain your answer.

Week 9 Mid-term Review and Examination
Quarter 3
Week 10 Sentencing, Appeals and Death Penalty
Upon completion the student will be able to discuss, describe, and list:
• What considerations does a judge use to when sentencing a defendant? Do you feel the considerations are valid? Explain your answer
• Compare Determinate and Indeterminate sentences. Which type would you prefer? Why?
• What are the five justifications for criminal punishment? Which do you believe works the best? Why?
• What are the five methods of execution used in the United States? Do you believe using these methods is cruel and unusual punishments? Why?
• List five most active states with the death penalty since 1977.
• What are the legal and constitutional justifications for appeals? Do you feel there are too many appeals? Explain your answer.
• What are the two circumstances assisting a judge and jury in deciding on the death penalty?
• Discuss the deference between concurrent and consecutive sentences. Which do feel best serve Justine in the United States? Why?

Week 11 Institutional Corrections
Upon completion the student will be able to discuss, describe, and list:
• Why do you believe that we should study the history of institutional corrections?
• Do you believe the punishments societies have used in the past were too harsh or should they be used today? Explain your answer.
• What are Cesar Beccaria’s views on punishment? Do you agree or disagree? Why?
• What are the characteristics of the incarcerated population in the United States?
• What are the two special custody designations?
• What are the services and programs commonly available to prison inmates?
• Do you feel inmates should receive these services and programs? Why or why not?

Week 12 Prison Life, Inmate Rights, Release, and Recidivism
Upon completion the student will be able to discuss, describe, and list:
• Define total institution?
• Why and how does an inmate society develop?
• What is the convict code and what are its principles?
• What impact has racial polarization of modern prisoners had on prison societies?
• What are some common reasons for high rates of prison violence? What are the motives for prison violence?
• Do you believe that prison violence can be controlled? Explain your answer.
• What types of victimization occurs in prisons?
• Do you believe in prisoner’s right? Why or why not?
• What are the two most common ways that inmates are released from prison? Some do not believe in parole. What is your opinion on parole and its usefulness?
• What is recidivism?

Week 13 Twelve Week Examination Review and Examination

Quarter 4
Week 14 Community Corrections
Upon completion the student will be able to discuss, describe, and list:
• What is community corrections?
• Do you believe that convicted offenders should be released on probation?
• List the two current basic responsibilities of community corrections? Do you agree or disagree with those responsibilities?
• How effective is probation and list the stage of probation.
• List and define the two types of probation conditions.
• What are the basic differences between probation and parole?
• List and describe the four major objectives of parole agencies?
• What is the function of the parole Board?
• What are the four most important factors in granting or denying an inmate parole?
Week 15 Juvenile Justice and Understanding and Predicting the Future of Criminal Justice
Upon completion the student will be able to discuss, describe, and list:

- What are some early institutions responding to wayward and criminal youths?
- The impact of the landmark court cases in juvenile justice listed below.
  - ex Parte Crouse
  - People v. Turner
  - Commonwealth v. Fisher
  - Kent v. United States
  - in re Gault
  - in re Winship
  - Mckeiver v. Pennsylvania
- What are some typical responses available to police in juvenile status offense cases?
- Do you agree with the rationale for diversion in juvenile justice? Explain your answer.
- What are the three important roles of the juvenile probation officer?
- How effective are community-based corrections programs for juveniles?
- What are some unresolved juvenile justice problems near the start of the twenty-first century?
  Can you add any more?
- What are the major feature of future law enforcement under the crime control model and the due process model? Do you believe that police officer needs less control on their actions? Explain your answer.
- Many are arguing that post 9/11 America need more control, they use safety concerns as a rational. Do you agree that we should give up more freedoms to feel safer in the U.S.? Explain your answer.

Final Examination

Evaluation Procedure: The grades in this course will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Weekly Assignments</td>
<td>325 points</td>
</tr>
<tr>
<td>Quarterly Examinations</td>
<td>400 points</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>75 points</td>
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<tr>
<td>Film/Video Review</td>
<td>100 points</td>
</tr>
<tr>
<td>Reaction Paper (SWAT)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 points</td>
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A=900-1000  B=800-899  C=700-799  D=600-699  F<600

Instructional Methods: This course will be taught on-line. Weekly assignments, discussion board, video review and examinations.

Text(s) Introduction to Criminal Justice Course Manual, 2015 edition

Purchased at the Eastfield College bookstore only.

EXEMPLARY EDUCATIONAL OBJECTIVES

- Students in Criminal Justice will learn to employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- Students will examine social institutions and process across a range of historical periods, social structures, and cultures.
- Students will learn to use and critique alternative explanatory systems of theories.
Students will analyze the effects of historical, social, political, economic, cultural, and global forces on the area of study.
Students will learn to understand the evolution and current role of the Criminal Justice system in the United States.

CORE CURRICULUM INTELLECTUAL COMPETENCIES

- READING: the ability to analyze and interpret a variety of printed materials at the college level.
- WRITING: the ability to produce clear, correct, and coherent prose adapted to purpose, occasion and audience at a college level.
- CRITICAL THINKING: think and analyze at a critical level.
- COMPUTER LITERACY: to understand our technological society and use computer based technology in communication and the acquisition of information.

Resources: Additional resources including magazines, newspapers, journals, and periodicals may be used by the instructor and the student. Students are strongly encouraged to use the resources of the college library to enhance their overall learning experience.

Developmental Courses: The Texas Success Initiative (TSI) is a statewide program to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a students basic academic skills in many college level classes such as English 1301/1302, History 1301/1302, Math 1414 etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of “C” or higher. In some cases retesting will be required. It is up to each student to be aware and informed about requirements that are subject to change.

Additional information is available from the TSI office.

https://www1.dcccd.edu/cat0910/admiss/tsi.cfm?loc=4

Obtaining Final Course Grades Using eConnect
Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions Office.

Eastfield College Email Policy
Faculty and students must have and use a DCCCD account for all correspondence relating to academic coursework. For information on setting up a DCCCD student email account go to:
http://www.dcccd.edu/netmail/home.html

Attendance Policy: You must log in and complete the assignments and examinations when posted. Assignments are posted on Monday’s and will be due before mid-night on the following Sunday.

Financial Aid Statement
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.
Financial Aid Statement for Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Repeating This Course: (Third Attempt to Enroll in a Course)
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 Semester. See Third Attempt to Enroll in a Course at: http://www.dcccd.edu/thirdcourseattempt/

Academic Honesty Statement
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog at http://www1.dcccd.edu/cat0506/ss/code.cfm

Academic dishonesty includes, but is not limited to, cheating on tests, plagiarism and collusion. Cheating includes copying from another student’s test or homework paper, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take a test. Plagiarism is the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work. Collusion is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. You can be given a failing grade on an assignment or test, can be failed for the class, or you can even be suspended from college.

Food and Drink Policy
Food, drinks, and tobacco products are prohibited in Eastfield College classrooms.

ADA Statement
Students with a physical, mental or learning disability who require accommodations should contact the college Disability Services Office in C237. Call 972.860.8348 or email efcdso@dcccd.edu. For more information: http://www.eastfieldcollege.edu/SSI/DSO/index.html

Religious Holidays
Absences for observance of a religious holy day are excused. Notification of the absence must be given to the instructor in writing at least two weeks prior to the date of the holy day. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within at a mutually agreed upon time after the absence.

Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by semester’s drop date. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.
For more information about drop deadlines, refer to the current printed Credit Class Schedule, contact the Admissions/Registrar’s Office at 972-860-7167 (Room C119), or contact the division office.

**STOP BEFORE YOU DROP**
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.
You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:
https://www1.dcccd.edu/coursedrops

**Family Educational Rights and Privacy Act of 1974 (FERPA)**
In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of study and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

**Date of Last Review:** December 9, 2014  
**Disclaimer Reserving Right to Change Syllabus:** The Instructor has the right to amend this syllabus as necessary.