

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Fall 2018
Course Prefix and Number	CJ550_E01/10046
Course Title	The Criminal Justice System-An Overview
Days, Time and Location of Class Meeting	Online
Instructor's Contact Information	
Name:	Rochelle E. McGee-Cobbs, Ph.D.
Office Location:	Social Science Building—Office “Research”
Office Hours:	MVSU Campus Office Hours: M: 1:00 p.m.- 5:00 p.m.; T: 9:30 a.m.-12 noon; R: 9:30 a.m. -12 noon; 2:30 p.m.-3:30 p.m. Virtual Office Hours: Wednesday and Friday-9:00 a.m. to 10:00 a.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	recobbs@mvsu.edu and Blackboard Email Students are to use Blackboard Communication Tool (E-Mail) for all class correspondences/communication. This will allow interactions/communication between students and professor to be documented in the course.
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Cole, G.F., Siegel, C.E., & Dejong, C. (2015). The American System of Criminal Justice. (15 th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN: 13: 978-1-305-63374-2.
Recommended textbooks:	King, N.J., & Hoffmann, J.L. (2010). Habeas Corpus for the Twenty-First Century. Chicago, IL: University of Chicago Press. Roberts, A.R. (2003). Critical issues in crime and justice. (2 nd Ed.). Thousand Oak, CA: Sage.
Technology skills:	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail, Excel, PowerPoint and Word Processing programs
Catalog Course Description	An in-depth analysis of the American Criminal Justice System, including the examination of critical and contemporary issues in law enforcement, courts and corrections.
Mission of the Criminal Justice Program:	The mission of the graduate program in Criminal Justice is to produce graduates that have in-depth understanding of the underpinning principles and operations of the criminal justice

	<p>system. Graduates have the competence to assume policy, research and instructional responsibilities. Graduates are also trained to write professionally, critique criminal justice theoretical and policy formulations and apply statistical and methodological skills that are appropriate at the masters' level.</p>
<p>Program Student Learning Outcomes (PSLOs)</p>	<p>Upon completing of the graduate program the student should be able to:</p> <ol style="list-style-type: none"> (1) Demonstrate an understanding of the core issues and principles governing the operations of the different components of the criminal justice system (Police, Courts and Corrections; (2) Analyze the theoretical formulations that explain crime, its prevention and control; (3) Apply research methodological skills appropriate for criminal justice research; and (4) Express their knowledge of the discipline through competent writing.
<p>Student Learning Outcomes [SLOs]</p>	<p>Upon completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Have an in-depth knowledge of the functions of the American criminal justice system; 2. Understand the nature of crime and justice system's response to crime in America; 3. Understand victimization and criminal behavior; 4. Understand criminal justice and the rule of law; and 5. Analyze how a public policy change influences organizational policies and strategies of justice agencies.
<p>Course Requirements</p>	<p>A. Discussions and Participation: Each assigned discussion on the discussion board is worth 20 points. For each discussion topic, there should be at least three (3) submissions/responses for each learner, one original post (i.e., the learner's substantive original post to the discussion topic) and one response to two other learners' post.</p> <p>To actively participate in discussions, each learner should create a substantive post (not less than four (400) hundred words) with supporting arguments/documentations (i.e., literature with citations) on the assigned topic. In addition, Each learner should also respond to the posts of at least two other learners for each discussion topic (i.e., responsive posts). These responses to other learners should also be substantive/meaningful posts (at least 50 words) that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.</p> <p>In addition, learners should respond to any</p>

follow-up questions the instructor directs to them in the discussion area.

As stated above, there are five (5) discussion topics, each worth up to 20 points. If a learner does not participate in discussions during the assigned period, he or she will not be able to make-up such discussions. When a learner does not participate in discussions during the assigned period, he or she will not have an opportunity to engage in dialogue with other learners. Therefore, the learner will earn 0 points.

- B. Critical Thinking Activities (Assignment 1-5). Students are to respond to critical thinking activity/questions posted by the instructor. You must respond to the issues, questions, articles or video clips posted by the instructor. Students can earn up to 20 points per critical thinking activity. Students' response to critical thinking activities should be at least 400 words. The grading rubric for discussions and participation will be also employed for critical thinking activities (Please see due dates of critical thinking activities indicated in the course syllabus schedule).
- C. Assignment 6 (Research Paper): Students are required to write a term paper on any contemporary criminal justice topic that is related to the material covered in this course. Such topics must first be discussed with the instructor for approval. The paper is to follow the APA style and must be between twelve (12) to fifteen (15) typed double spaced pages. The term paper must consist of a minimum of five different citations. The term paper is due on or before **November 18, 2018**. Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (Term paper is worth up to 100 points—please see attached research paper rubric).
- D. Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 4 to 5 essay questions. Each exam will encompass only the materials analyzed during that portion of the

	<p>course and will consist of multiple-choice and essay items. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.</p>
Supplementary materials:	Companion Website: http://www.cengagebrain.com
Class attendance policy:	<p>This course is designed as an Assignment/Project-based course. For that reason, the majority of your grade will be determined by the quality of the assignments/projects that you submit. The course will begin in the classroom for orientation to Blackboard.</p> <p>Each student is expected to access the Blackboard site on a regular basis (daily, perhaps several times per day), from whatever location is available (home, office, lab, school, public library etc...).</p> <p>Student(s) who fail to participate in the classroom during a course week will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to what he/she shall consider AU or AE.</p>
Submission of Work:	<p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments automatically become unavailable after the due date/time expires.</p> <p>NO opportunities will be available for making up online class activities or assignments and no multiple submissions will be allowed.</p> <p>All assignments MUST be keyed using MS Word or saved as a .DOC file.</p>
Make-up examination policy:	Are to be scheduled with the instructor and will only be given to students with excused absences .
Course Drops/Incompletes:	Students not completing the course for any reason are required to submit official drop notices to the Registrar's

	<p>Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure WILL result in you receiving a letter grade of “F.”</p> <p>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</p>																				
Cheating and plagiarism policy:	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another’s words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>																				
Online Communication Observation of “Netiquette”:	<p>Students MUST use Blackboard mail for contact with the instructor and other members of the class.</p> <p>All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism</p>																				
Technical Problems:	<p>If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course</i>), contact MR. MACK PENDLETON at 662.254.3114 as well as your instructor.</p>																				
Technology Infusion:	<p><u>Hardware:</u></p> <table border="1"> <tr> <td>Operating System:</td> <td>Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td>Processor:</td> <td>200 MHz or higher</td> </tr> <tr> <td>Memory:</td> <td>32 MB of RAM</td> </tr> <tr> <td>H Drive Space:</td> <td>100 MB free disk space</td> </tr> <tr> <td>Modem:</td> <td>28.8 kbps or higher</td> </tr> <tr> <td>Monitor:</td> <td>800x600 resolution</td> </tr> </table> <p><u>Software:</u></p> <table border="1"> <tr> <td>Internet Access:</td> <td>Any Internet Service Provider</td> </tr> <tr> <td>Browser:</td> <td>Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**</td> </tr> <tr> <td>Application</td> <td>Recommend Microsoft Word or application file name .doc</td> </tr> <tr> <td>Audio & Video:</td> <td>RealPlayer, Quick Time</td> </tr> </table>	Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	Processor:	200 MHz or higher	Memory:	32 MB of RAM	H Drive Space:	100 MB free disk space	Modem:	28.8 kbps or higher	Monitor:	800x600 resolution	Internet Access:	Any Internet Service Provider	Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**	Application	Recommend Microsoft Word or application file name .doc	Audio & Video:	RealPlayer, Quick Time
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Teaching/Learning Strategies	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom</p>																				

	<p>assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.</p>																																							
<p>Evaluation Procedures</p>	<p>Access Blackboard course at http://mvsu.blackboard.com or www.mvsu.edu click on Blackboard for detailed instructions regarding assignments</p>																																							
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<p>ADA Statement</p>	<p>Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.</p> <p>For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.</p>																																							

CJ 550-GRADING RUBRIC FOR DISCUSSION/PARTICIPATION

NOTE: Students' initial response to discussions has to be at least 400 words.

Criteria (20 total points)	0 Non-performance	1-2 Basic	3 Proficient	4 Distinguished
Applies relevant Course concepts, theories, or materials correctly. (4 points)	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories or materials correctly, using examples or supporting evidence.
Collaborate with fellow learners, relating the discussion to relevant course concepts. (4 points)	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional or other real-world experiences. (4 points)	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge. (4 points)	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.
Writing quality (4 points)	Has three or more errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has two errors (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	Has only one error (i.e., spelling, capitalization, grammar, etc.) in regard to writing mechanics	No improper writing mechanics (i.e., spelling, capitalization, grammar, etc.)

Participation Guidelines

To actively participate in discussions, you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion topic/question. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. In addition, learners should respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial/substantive response to the discussion topic within the first week of assigned discussion on the discussion board. To receive maximum points for discussion, learners are to perform the following:

- Learners are expected to complete and post their substantive original post on the discussion board by Wednesday of each week;
- Learners are to move the discussion/dialogue forward by validating their position with applicable knowledge supporting by scholarly sources;
- Learners are to apply relevant professional, personal, or other real world experience to extend the dialogue during the duration of the assigned discussion; and
- Learners are to demonstrate quality-writing skills (e.g., proper spelling, punctuation, grammar, and sentence structure). Learners are not to post using shortcut texting. For example, students are not to use shortcut like “u” for “you” in their postings. Please “spell check” your work before posting.

Note: Learners are to proofread their work before posting it on the discussion board.

GRADING RUBRIC FOR RESEARCH PAPER - The following are the criteria the instructor will use to evaluate your research paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework; creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

GENERAL GUIDELINES

Content 80%

- (1) The paper has a strong introduction, main body, and conclusion.
- (2) The topic is introduced, a purpose is clearly evident and an overview of the paper is provided; state the problem, discuss the importance, state your hypotheses/research objectives, provide a review of the literature, describe methods employed, and provide a discussion of relevant material according to the scholarly literature. Also, provide a concluding paragraph restating the thesis of your paper; summarize the key points of your paper; and make recommendation for policy changes and suggest areas for further research.
- (3) The research paper goes from general ideas to specific conclusions within each paragraph. Transitions tie sections together, as well as adjacent paragraphs. The paper flows logically from one idea to the next.
- (4) Scholarly research is utilized and effectively described in the main body of the paper; information is synthesized throughout the paper; includes a relevant and thorough discussion of sources that relate to the topic/issue and purpose of the paper.
- (5) The paper demonstrates critical and creative thinking skills.

Writing 20%

- (1) Paper meets APA guidelines standards; in-text citations and references are properly documented in accordance with APA format (see APA Manual, 2010).
- (2) Paper includes a minimum of twelve (12) (double-spaced, numbered) pages and at least twelve scholarly sources.
- (3) Paper is organized; each paragraph flows logically into the next paragraph or section of the paper. Headings and sub-headings are utilized.

(4) Appropriate terminology is used; writing is clear and concise. To retrieve a list of active verbs please visit the following website:

<http://www.owl.net.rice.edu/~cainproj/writingtips/preciseverbs.html>

(5) Proper spelling and grammar is used; sentences are properly constructed.

(6) Appropriate font (Times New Roman) and font size (12 point font).

(7) The paper is written in a professional tone.

Grading Rubric	Points Possible	Points Earned
Writing/format/title page/length	20	
Introduction	10	
Organization/transitions	10	
Synthesis of scholarly research (at least 12 scholarly sources)	30	
Critical and creative thinking	20	
Conclusions/recommendations	10	
Total	100	

Please note: Please note: If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student may obtain a total of 0 points for his or her submission/submittal.

For your course research paper, you are to choose an issue about the American criminal justice system. In writing this paper it helps if you choose a topic that touches you personally – that is one that you can relate to/with for one reason or the other. You may find it more motivating also to choose a topic that addresses a problem that is relevant to your current or future career interest, your community needs or issues currently in the criminal justice system. You must define and describe the issue in detail and comment on your perspective on the issue and how the issue (problem) can be solved.

The research paper should be at least 12 pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion, Conclusion and References. Your paper must be typewritten, using 2.0 line spacing, and must be properly referenced using the APA referencing (6th ed.) style/format. Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article.

I encourage you to discuss your paper with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment.

The following are suggested outlines for your term paper:

- a. Introduction (Problem statement. What? Why? How?)
- b. Literature Review (Review of extant literature on the subject, Why? How? Find a Hole; Look for Debates).
- c. Research Design (Methods applied to obtain materials for your paper, How? Research Procedures, kind of data.)

- d. Research Findings –evidence of importance
- e. Discussion of Research Findings (analysis of issue/problem)
- f. Conclusions - Implications of Study/Research Findings for policy/solving of real life problem; Importance; Contributions
- g. References

The following are good sources for data for your term paper: (The University Library will be your best place to start your inquiry. Do not also forget that I remain your other source for guidance, and I am available to assist you when you call on me. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours).

- a. Refereed Academic/ Professional Journals
- b. Books published by Academic Presses
- c. Magazines or Newspapers that are highly regarded
- d. The Mainstream Popular Press
- e. Internet sources (etc.).

Please note the following:

- A. For a paper to score an A it must meet the following criteria.

The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus is also very clear, coherent, and ideas smoothly progress from one to the other, and also demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography in a separate page.

- B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidences are provided to support paper thesis, arguments and opinions. The References must be complete and the APA writing format followed.

- C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromises the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

Course Outline: Subject to some changes depending on the needs and level of the class		
WEEKS	ASSIGNMENTS	TIME
1 8/20-8/26	Blackboard Orientation August 20: Classes Begin Introduction Discussion: Students and Professor need to complete an Introduction of themselves (60 minutes) Chapter 1— Crime and Justice In America Assigned Reading: Chapter 1 (47 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 1 (30 minutes)	150
2 8/27-9/2	Chapter 2—Victimization and Criminal Behavior Assigned Reading: Chapter 2 (39 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 2 (30 minutes) Discussion 1 (120 minutes) Assignment 1: Critical Thinking Project (90 minutes) September 3: Labor Day Holiday, no classes September 4: Classes resume	300
3 9/3-9/9	Chapter 3—The Criminal Justice System Assigned Reading: Chapter 3 (47 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 3 (30 minutes) Discussion 2 (60 minutes)	150
4 9/10-9/16	Chapter 4—Criminal Justice and the Rule of Law Assigned Reading: Chapter 4 (45 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 4 September 11: Propose Topic for Research Paper (30 minutes) Assignment 2: Critical Thinking Project (90 minutes) September 10: Last Day to Drop/Add Classes Registration Closes September 14: Report of Non-Attendance Due December Applications Due	180
5 9/17-9/23	Chapter 5—Police Chapter 6— Police Officers and Law Enforcement Operations Assigned Reading: Chapters 5 and 6 (87 pages-120 minutes) Review PowerPoint Lecture Notes for Chapters 5 and 6 (60 minutes) Discussion 3 (120 minutes)	300
6 9/24-9/30	Chapter 7— Policing: Contemporary Issues and Challenges Chapter 8 — Chapter 8— Police and Constitutional Law Assigned Reading: Chapters 7 and 8 (85 pages-60 minutes) Review PowerPoint Lecture Notes for Chapters 7 and 8 (60 minutes) October 1: 1st Draft of Term/Research Paper (title, 5 text and reference pages) (240 minutes) Assignment 3: Critical Thinking Project (90 minutes)	450
7	Preparation for Test 1 (Chapters 1-8) (180 minutes)	360

10/1-10/7	October 1-5: MID-TERM EXAMS (180 minutes)	
8 10/8-10/14	Chapter 9—Courts and Pretrial Processes Assigned Reading: Chapter 9 (35 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 9 (30 minutes) October 11: Online Registration begins for Spring 2019	90
9 10/15-10/21	Chapter 10—Prosecution and Defense Assigned Reading: Chapter 10 (39 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 10 (30 minutes) Discussion 4 (120 minutes)	210
10 10/22-10/28	Chapter 11—Determination of Guilt: Plea Bargaining and Trials Assigned Reading: Chapter 11 (36 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 11(30 minutes) Assignment 4: Critical Thinking Project (90 minutes) October 28: 2nd Draft of Term/Research Paper Due (Note 13 pages-- a title, an abstract, 10 text, and reference pages) (240 minutes)	420
11 10/29-11/4	Chapter 12—Punishment and Sentencing Assigned Reading: Chapter 12 (43 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 12 (30 minutes) November 4: Review Draft of Research Paper November 2: Last Day to Withdraw from a Class	150
12 11/5-11/11	Chapter 13—Corrections Assigned Reading: Chapter 13 (54 pages-90 minutes) Review PowerPoint Lecture Notes for Chapter 13 (40 minutes) Discussion 5 (120 minutes) November 9: Last Day to Withdraw from the University	250
13 11/12-11/18	Chapter 14—Community Corrections: Probation and Intermediate Sanctions Assigned Reading: Chapter 14 (31 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 14 (30 minutes) November 18: Assignment 6 (Final Draft of research paper is to be submitted via the research paper module and turnitin.com) Due (90 minutes)	180
14 11/19-11/25	Chapter 15—Incarceration and Prison Society Assigned Readings: Chapter 15 (48 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 15 (30 minutes) November 19-20: Fall Break for Faculty and Students November 21-23: Thanksgiving Holidays	90
15 11/26-12/2	Chapter 16—Reentry into the Community Chapter 17—Juvenile Justice Assigned Readings: Chapters 16 and 17 (71 pages-120 minutes) Review PowerPoint Lecture Notes for Chapters 16 and 17 (60 minutes)	270

	Assignment 5: Critical Thinking Project (90 minutes) November 26: Classes Resume Preparation for Test 2 (Chapters 9-17)	
16 12/3-12/9	Preparation for Test 2 (Chapters 9-17) (180 minutes) December 3-7: FINAL EXAMS (180 minutes)	360
17 12/10	December 10: Deadline to Submit Final Grades Total Minutes: Online Instruction in CJ 550	3910

Disclaimer:	This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her discretion. If changes are necessitated during the term of the course, you will be notified of changes via Blackboard mail and/or announcement.
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