

## Syllabus

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### MISSISSIPPI VALLEY STATE UNIVERSITY

<b>Academic Term and Year</b>	Spring 2020
<b>Course Prefix and Number</b>	CJ550_E01/20154
<b>Course Title</b>	The Criminal Justice System-An Overview
<b>Days, Time and Location of Class Meeting</b>	Online
<b>Instructor's Contact Information</b>	
Name:	Rochelle E. McGee-Cobbs, Ph.D.
Office Location:	Social Science Building—Office “Research”
Office Hours:	Blackboard Email & M: 1:00 p.m. - 5:00 p.m. T: 11:00 a.m. to noon; 1:00 p.m. to 3:00 p.m. R: 11:00 a.m. to noon; 1:00 p.m. to 3:00 p.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	<a href="mailto:recobbs@mvsu.edu">recobbs@mvsu.edu</a>  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.
<b>Course Prerequisite:</b>	None
<b>Required textbook(s):</b>	Required Text(s):  Cole, G.F., Siegel, C.E., & Dejong, C. (2015). The American System of Criminal Justice. (15 <sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN: 13: 978-1-305-63374-2.
<b>Recommended textbooks:</b>	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 <sup>nd</sup> ed.). Thousand Oak, CA: Sage. Walsh, A., & Hemmens, C. (2016). Law, justice, and society (4 <sup>th</sup> ed.). New York, NY: Oxford University Press.
<b>Technology skills:</b>	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail, Excel, PowerPoint and Word Processing programs
<b>Catalog Course Description</b>	An in-depth analysis of the American Criminal Justice System, including the examination of critical and contemporary issues in law enforcement, courts and corrections.
<b>Mission of the Criminal Justice Program:</b>	The Master of Science in Criminal Justice provides students with advanced knowledge, skills, and professional abilities relevant to the criminal justice field. Students will explore the

	theoretical, operational, and legal components of law enforcement, courts, and corrections. Graduates are prepared for careers in the public or private sectors of the criminal justice system, including the pursuit of post graduate studies in the field.
<b>Student Learning Outcomes [SLOs]</b>	<p>Upon completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Have an in-depth knowledge of the functions of the American criminal justice system;</li> <li>2. Understand the nature of crime and justice system's response to crime in America;</li> <li>3. Understand victimization and criminal behavior;</li> <li>4. Understand criminal justice and the rule of law; and</li> <li>5. Analyze how a public policy change influences organizational policies and strategies of justice agencies.</li> </ol>
<b>Program Learning Outcomes [PLOs]</b>	<p>Upon completion of the graduate program the student should be able to:</p> <ol style="list-style-type: none"> <li>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);</li> <li>2. Analyze the theoretical formulations that explain crime, its prevention and control;</li> <li>3. Apply research methodological skills appropriate for criminal justice research; and</li> <li>4. Express knowledge of the discipline through competent writing.</li> </ol>
<b>Course Requirements</b>	<p>A. Discussions and Participation: Each assigned discussion on the discussion board is worth 100 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 (a response in essay format) 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 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 ten (10) discussion topics, each worth up to 100 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. Overall, discussions account for 30% of the final grade.

- B. Critical Thinking Activities (Assignment 1-5). Students are to respond to critical thinking questions set from each activity posted by the instructor. You must respond to the issues, questions, or video clips posted by the instructor. Students can earn up to 100 points per critical thinking activity. Students' response to critical thinking activities should be in essay format. The grading rubric for discussions and participation will be also employed for critical thinking activities. Overall, the critical thinking activities account for 15% of the final grade.
- C. Assignment 6 (Peer-Review Project): Please refer to the Assignment module of course for instructions. **Students are to post their course paper/project in the assignment module "Peer-Review Project" (which will be linked to the discussion board by April 5, 2020 as an attachment, including title and reference pages). This project is worth 5% of the final grade.**

As stated above, each student is to post his or her project in the assignment module under the corresponding section and provide feedback to one other peer in regard to his or her project projects.

When giving feedback, use the following Criteria (Please refer to the grading rubric for Peer Review Project):

- Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and

theory to form the scaffolding for the work.

- If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint.

With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' paper.

D. Assignment 7 (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. For example, you may choose to summarize, synthesize, and analyze one of the course learning objectives. 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 twelve (12) different citations. The term paper is due on or before **April 12, 2020**. Students can earn up to 100 points. 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. (The research paper accounts for 20% of the final grade—please see attached term paper rubric).

E. Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately five to 10 essay questions. Each exam will encompass only the materials analyzed during that portion of the course and will consist of 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. Overall, both examinations (mid-term and final) account for 30% of the final grade.
Supplementary materials:	Companion Website: <a href="http://www.cengagebrain.com">http://www.cengagebrain.com</a>
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 (<b>daily</b>, 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 <b>MUST</b> 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><b>NO</b> opportunities will be available for making up online class activities or assignments and no multiple submissions will be allowed.</p> <p>All assignments <b>MUST</b> 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 <b>excused absences</b> .
Course Drops/Incompletes:	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is <b>your</b> responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F."</p> <p><b>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</b></p>

	<b>your financial aid and result in you owing the university.</b>																				
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 Canvas 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 <b>MR. MACK PENDLETON</b> at 662.254.3114 as well as your instructor.</p>																				
Technology Infusion:	<p><b>Hardware:</b></p> <table border="1"> <tr> <td><b>Operating System:</b></td> <td>Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td><b>Processor:</b></td> <td>200 MHz or higher</td> </tr> <tr> <td><b>Memory:</b></td> <td>32 MB of RAM</td> </tr> <tr> <td><b>H Drive Space:</b></td> <td>100 MB free disk space</td> </tr> <tr> <td><b>Modem:</b></td> <td>28.8 kbps or higher</td> </tr> <tr> <td><b>Monitor:</b></td> <td>800x600 resolution</td> </tr> </table> <p><b>Software:</b></p> <table border="1"> <tr> <td><b>Internet Access:</b></td> <td>Any Internet Service Provider</td> </tr> <tr> <td><b>Browser:</b></td> <td>Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**</td> </tr> <tr> <td><b>Application</b></td> <td>Recommend Microsoft Word or application file name <b>.doc</b></td> </tr> <tr> <td><b>Audio &amp; Video:</b></td> <td>RealPlayer, Quick Time</td> </tr> </table>	<b>Operating System:</b>	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	<b>Processor:</b>	200 MHz or higher	<b>Memory:</b>	32 MB of RAM	<b>H Drive Space:</b>	100 MB free disk space	<b>Modem:</b>	28.8 kbps or higher	<b>Monitor:</b>	800x600 resolution	<b>Internet Access:</b>	Any Internet Service Provider	<b>Browser:</b>	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**	<b>Application</b>	Recommend Microsoft Word or application file name <b>.doc</b>	<b>Audio &amp; Video:</b>	RealPlayer, Quick Time
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<b>Teaching/Learning Strategies</b>	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom 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</p>																				

	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.																								
<b>Evaluation Procedures</b>	Access Canvas course at <a href="http://mvsu.canvas.com">http://mvsu.canvas.com</a> or <a href="http://www.mvsu.edu">www.mvsu.edu</a> click on Canvas for detailed instructions regarding assignments																								
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<b>ADA Statement</b>	<p>Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If a student has a disability that qualifies under the Americans with Disability Act (ADA) and requires accommodations, he/she should contact the Services for Students with Disability Office (SSD) to obtain this service. Disabilities covered by the ADA may include learning, physical, psychiatric, vision, hearing, or chronic health disorder. Students who are uncertain if their condition/disability is qualified should contact the SDD Office.</p> <p>Mrs. Kathy Brownlow/ADA Coordinator Social Science Building, Office 105 Phone/e-mail: 662-254-3443, <a href="mailto:kbrownlow@mvsu.edu">kbrownlow@mvsu.edu</a>.</p>																								

### CJ 550-GRADING RUBRIC FOR DISCUSSION/PARTICIPATION

Criteria	Points Possible	Points Awarded	Comments
Thoroughness (original response has to have an introductory paragraph with a thesis statement, a body and a conclusion; and it has to be at least 400	30		

<b>words)</b>			
Conceptual accuracy/application	20		
Critical/creative thinking	20		
Use at least 1 scholarly article to support original response	10		
Use at least 1 scholarly article to support response to 2 other students	10		
Quality of writing	10		
<i>Total Online Discussion Score</i>	100		
<b>Compliance Adjustments</b>	<b>Deduction</b>	<b>Applied Deduction</b>	
Only One Post ( <b>initial post</b> )	<b>-20</b>		
Only Two Posts (initial post and 1 supplement post to a student/peer's initial post)	<b>-10</b>		
Late Original Post	<b>-10</b>		
Participation Less than Two Days	<b>-10</b>		
<i>Total Adjustments</i>			
<b>Final Total Score</b>			

### 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 within the first week of assigned discussion;
- Learners are to move the discussion/dialogue forward by validating their position with applicable knowledge supporting by literature;
- 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 on the discussion board.

### **CJ550-GRADING RUBRIC FOR PEER REVIEW PROJECT**

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their (at least two) peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

<b>Criteria (100 total points)</b>	<b>Non- performance</b>	<b>Insufficient</b>	<b>Sufficient</b>	<b>Expected</b>
<b>Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work</b>  <b>(20 points)</b>	<b>0 points</b>	<b>1-13 points</b>  Incomplete/not finished/or past deadline.	<b>14-15 points</b>  Fully complete and in ahead of deadline	<b>16-20 points</b>  Materials submitted to group at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers
<b>Provide meaningful feedback on submission of a learners data/research sufficiency</b>  <b>(20 points)</b>	<b>0 points</b>	<b>1-13 points</b>  Comments are superficial and do not provide true analysis	<b>14-15 points</b>  Comments indicate correct analysis of the data/research	<b>16-20 points</b>  Comments include specific suggestions and additional resources for consideration

<p><b>Provided meaningful feedback on structure/organization and clarity of points</b></p> <p><b>(20 points)</b></p>	<p><b>0 points</b></p>	<p><b>1-13 points</b></p> <p>Comments are superficial</p>	<p><b>14-15 points</b></p> <p>Comments identify potential problems with the structures and organization of the components/ Concepts</p>	<p><b>16-20 points</b></p> <p>Comments include specific suggestions improving structure and order</p>
<p><b>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</b></p> <p><b>(20 points)</b></p>	<p><b>0 points</b></p>	<p><b>1-13 points</b></p> <p>Comments provided are not logical or incorrectly state assumptions</p>	<p><b>14-15 points</b></p> <p>Comments illustrate useful analysis of logic and assumptions and identify potential problems</p>	<p><b>16-20 points</b></p> <p>Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence</p>
<p><b>Provided all comments in a positive, encouraging, and constructive manner to a learner</b></p> <p><b>(20 points)</b></p>	<p><b>0 points</b></p> <p>Comments might be interpreted as insulting</p>	<p><b>1-13 points</b></p> <p>Comments are neutral or non-encouraging</p>	<p><b>14-15 points</b></p> <p>Comments include positive feedback and suggestions</p>	<p><b>16-20 points</b></p> <p>Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered</p>

Source: (MNSCU, 2012)

## **GRADING RUBRIC FOR COMMENTARY ESSAYS**

### *GENERAL GUIDELINES:*

#### Writing

- Paper meets APA standards.
- Paper is organized; each paragraph flows logically into the next paragraph.
- Appropriate terminology it used; writing is clear and concise.
- Proper spelling and grammar is used; sentences are properly constructed.

#### Content

The two- page essay should have three main parts:

- (1) Summary: the assigned reading by, among other things, asking yourself: What are the main arguments? What is the point of the report is trying to make? What topics are covered? If someone asked what this report is about, what would you say? If someone asked what are the topics in the subject/topic are that this article discussed, what would you say? Are there vague or sweeping generalizations that aren't backed up with evidence? Are arguments very one-sided with no acknowledged of other viewpoints?
- (2) Assessment: After summarizing, it may be helpful to evaluate: What have you learned about the subject? What is (are) the problem(s)? Is there consensus/disagreement: in what areas, what about the consensus/disagreement? What areas are still being researched? Is the information reliable? Is this source biased or objective? What is the goal of this source? Was there enough evidence offered? Explain. Is the coverage comprehensive? Explain. Is the evidence based on a few studies or many? Explain. Does the author use a good mix of sources of information (primary and secondary)? Explain.
- (3) Reflection: Once you've summarized and assessed, you need to ask how it fits into your research or our class. Was this source helpful in identifying issues? How does it shape your argument? How can you use this source in your research project? Has it changed how you think about your topic? Does the author offer sound reasons for reaching conclusions? How timely is the source? Some information becomes dates when new research is available, but another source can be quite sound 50 or 100 years later

Grading Rubric	Points Possible	Points Earned
Writing/format/title page/length	20	
Summary	30	
Assessment	30	
Reflection	10	
Citations from 2 scholarly	10	
Total	100	

**If a student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, he or she may receive a total of 0 points for his or her submission/submittal.**

**Total Points:**            /100

## GRADING RUBRIC FOR RESEARCH PAPER

### **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//length (title page, abstract, introduction, statement of problem, literature review, methods, analysis, discussion, policy/procedural recommendations, conclusion, references)	20	
Introduction with thesis statement	10	
Organization/transitions	10	
Literature Review [Synthesis of scholarly research (at least 12 scholarly sources)]	20	
Methods	10	
Analysis and Discussion	10	
Critical and creative thinking	10	
Conclusion/Policy and/or Procedural Recommendations	10	
<b>Total</b>	100	

**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.**

General Comments:

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<b>Course Outline:</b> <i>subject to some changes depending on the needs and level of the class</i>		
RE WEEKS	ASSIGNMENTS	TIME
1 1/13-1/19	Canvas Orientation <b>January 13: Classes Begin</b> <b>Discussion 1: Introductions of Students and Professor (60 minutes)</b>	150

	Chapter 1— Crime and Justice in America Assigned Reading: Chapter 1 (47 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 1 (30 minutes)	
2 1/20-1/26	Chapter 2—Victimization and Criminal Behavior Assigned Reading: Chapter 2 (39 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 2 (30 minutes) <b>Discussion 2 (60 minutes)</b> <b>January 20: Martin Luther King Holiday</b> <b>January 21: Classes Resume</b>	150
3 1/27-2/2	Chapter 3—The Criminal Justice System Assigned Reading: Chapter 3 (47 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 3 (30 minutes) <b>Assignment 1: Critical Thinking Project (90 minutes)</b> <b>January 30: Registration Closes/Last Day to Drop/Add Classes</b> <b>January 31: Report of Non-Attendance Due</b>	180
4 2/3-2/9	Chapter 4—Criminal Justice and the Rule of Law Assigned Reading: Chapter 4 (45 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 4 <b>February 4: Submit Topic for Research Paper (30 minutes)</b> <b>Discussion 3 (60 minutes)</b> <b>Assignment 2: Critical Thinking Project (90 minutes)</b> <b>February 6: MLK/Black History Convocation</b>	240
5 2/10-2/16	Chapter 5—Police Chapter 6—Police Officers and Law Enforcement Operations Assigned Reading: Chapters and 6 (87 pages-120 minutes) Review PowerPoint Lecture Notes for Chapter 5 and 6 (60 minutes) Assigned Reading: Chapter 5 <b>Discussion 4 (60 minutes)</b> <b>Preparation for Test 1 (Chapters 1-6) (90 minutes)</b>	330
6 2/17-2/23	Chapter 7—Policing: Contemporary Issues and Challenges Chapter 8 — Chapter 8— Police and Constitutional Law Assigned Reading: Chapters 7 and 8 (85 pages-120 minutes) Review PowerPoint Lecture Notes for Chapters 7 and 8 (60 minutes) <b>Discussion 5 (60 minutes)</b> <b>February 23: 1st Draft of Term/Research Paper Due (title, 6 text, and reference pages) (120 minutes)</b> <b>Preparation for Test 1 (Chapters 5-8) (90 minutes)</b> <b>February 21: Graduation Applications Due to Student Records</b>	450
7 2/24-3/1	Chapter 7—Policing: Contemporary Issues and Challenges Chapter 8 — Chapter 8— Police and Constitutional Law Assigned Reading: Chapters 7 and 8 (120 minutes) Review PowerPoint Lecture Notes for Chapters 7 and 8 (60 minutes)	240

	<b>Discussion 6 (60 minutes)</b>	
8 3/2-3/8	Chapter 8—Police and Constitutional Law <b>Discussion 7 (60 minutes)</b> <b>Assignment 3: Critical Thinking Project (90 minutes)</b> <b>Continue Working on Course Paper (120 minutes)</b> <b>March 2-6: Mid-Term Examination (Test 1 chapters 1-8 and assignments) (180 minutes)</b>	450
9 3/9-3/15	Chapter 9—Courts and Pretrial Processes Assigned Reading: Chapter 9 (35 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 9 (30 minutes) <b>Continue working on Research Paper (120 minutes)</b> <b>March 9-13: Spring Break</b>	<b>210</b>
<b>10</b> 3/16-3/22	Chapter 10—Prosecution and Defense Assigned Reading: Chapter 10 (39 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 10 (30 minutes) <b>Continue working on Research Paper (120 minutes)</b> <b>March 16: Classes Resume</b> <b>March 16-18: Academic Advisement</b> <b>Online Registration begins for Summer I, Summer II &amp; Fall 2020</b> <b>March 19: Honors Convocation</b>	210
11 3/23-3/29	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) <b>Discussion 8 (60 minutes)</b> <b>March 29: 2<sup>nd</sup> Draft of Term/Research Paper Due (Note: 15 pages-- a title, an abstract, 12 text, and reference pages) (240 minutes)</b> <b>March 26: Last Day to Withdraw from a Class</b>	390
<b>12</b> 3/30-4/5	Chapter 12—Punishment and Sentencing Assigned Reading: Chapter 12 (43 pages-60 minutes) Review PowerPoint Lecture Notes for Chapter 12 (30 minutes) <b>Assignment 4: Critical Thinking Project (90 minutes)</b> <b>April 5: Assignment 6 (Peer Review Project) Due (60 minutes)</b> <b>April 2: Research Day</b> <b>Last Day to Withdraw from the University</b>	240
13 4/6-4/12	Chapter 13—Corrections Assigned Reading: Chapter 13 (54 pages-90 minutes) Review PowerPoint Lecture Notes for Chapter 13 (40 minutes) <b>Discussion 9 (60 minutes)</b> <b>April 12: Assignment 7 Due (Final Draft of research paper is to</b>	280

	<b>be submitted via the research paper module and turnitin.com) (90 minutes)</b> <b>April 10: Good Friday</b>	
14 4/13-4/19	Chapter 14—Community Corrections: Probation and Intermediate Sanctions Chapter 15—Incarceration and Prison Society Assigned Readings: Chapter 14 and 15 (79 pages-120 minutes) Review PowerPoint Lecture Notes for Chapters 14 and 15 (60 minutes) <b>Assignment 5: Critical Thinking Project (90 minutes)</b> <b>April 13: Easter Monday; Classes Resume 6:00 p.m.-Monday Night</b> <b>April 13-17: Founder’s Week</b> <b>April 16: Founder’s Day Convocation</b>	270
15 4/20-4/26	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) <b>Discussion 10 (60 minutes)</b> <b>Self-Reflection of Course (30 minutes)</b> <b>Preparation for Test 2 (Chapters 9-17) (120 minutes)</b>	390
16 4/27-5/3	<b>Continuation of Preparation for Test 2 (120 minutes)</b> <b>April 27-30: Senior Final Exams</b> <b>May 1: Senior Final Grades Due</b>	120
17 5/4-5/10	<b>May 4-8: Final Exams</b> <b>Total Minutes: Online Instructions for CJ550</b>	<b>4480</b>

<b>Disclaimer:</b>	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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**Note: Mississippi Valley State University uses Canvas as its Learning Management Platform for online instructions. Pertaining to Canvas, either a faculty/staff member or a student, may ask, which Internet Browser Should I Use for Canvas?**

The latest versions of **Firefox**, **Chrome**, and **Safari** are all good choices for working in Canvas. Important note: If you need help downloading one of these browsers, Mr. Huntley and Mr. Pendleton(Online and Distance Education Staff) will be happy to help you.

They can be reached at 662-254-3114 or 662-254-3624. Additionally, you may contact them via email at [mack.pendleton@mvsu.edu](mailto:mack.pendleton@mvsu.edu) and [hunt@mvsu.edu](mailto:hunt@mvsu.edu).

**It is a good idea to have more than one browser installed on your personal computer. Many times problems you experience online can be fixed by switching from one browser to a different browser.**