

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Fall 2018/2019
Course Prefix and Number	CJ 481
Course Title	Comparative Criminal Justice Systems
Days, Time and Location of Class Meeting	M 6-8:40
Instructor's Contact Information	
Name:	Rosie Miller
Office Location:	Social Science Building
Office Hours:	4- 5:30 M-T
Office Phone Number:	662.621-4857
E-Mail Address:	rmmiller@coahomacc.edu
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Harry R. Dammer Jay S. Albanese (2014). Comparative Criminal Justice Systems (5 th edition). ISBN: 978-1-285-06786-5
Catalog Course Description	This course provides students with a conceptual and theoretical basis upon which to analyze comparative criminal justice system (3 credit hours)
Student Learning Outcomes [SLO]	Upon completion of this course, students who take this course will: <ol style="list-style-type: none"> 1. Have an understanding of the functions of the Comparative Criminal of the criminal justice organizations. 2. Know the structure and functions of criminal justice organizations 3. Know the basic concepts for understanding criminal justice systems. 4. know and understand the environments of the criminal justice system. .
Program Learning Outcomes [PLO]	Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the: <ol style="list-style-type: none"> 1. The comparison of crime issues, trends, and basic legal principles in America with the criminal justice system. 2. The social, economic and political forces that influence the definition and response to crime in America; and 3. The history, development and operations of the criminal justice system.

Course Evaluation Requirements	<p>In this course, we will have seminar-style discussions of course material. We will, at times, have class discussions or break into smaller groups for discussions and class activities, but much of the course content will be conveyed in lectures. Note that lectures will draw on assigned readings, but they are designed to complement and expand upon them, not to repeat them. If I was to simply summarize the book for you in lecture format, there would be no reason to come to class, and I look forward to seeing each of you in class twice a week this semester. Please also remember that I welcome your questions and your constructive comments during lectures.</p> <p>A. Discussions and Participation: Student presentations and discussions are key components of the course. All students' individual/group presentations in class will be assessed and graded. Presentation topics/chapters will be assigned in class. Students may earn up to 50 points for class discussions and participation.</p> <p>B. Examinations: There will be a minimum of three (3) examinations, each worth 100 points. Each exam will have approximately 50 questions. Each exam will encompass only the materials analyzed during that portion of the course and will consist of multiple-choice 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> <p>C. Assignment 1 (Peer-Review Project): This assignment is a peer review process among students enrolled in the course. Please refer to the peer review project grading rubric of the course syllabus for more information. The due date for this project is October 22, 2018. This project is worth up to 25 points.</p> <p>Students are to exchange papers and provide feedback to one classmate's project.</p>
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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 2 (Term/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 eight (8) to ten (10) 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 12, 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 75 points—Please see attached term paper rubric).

***Note: All papers (including projects) must be typed, double-spaced and in APA format, 6th edition.**

Supplementary materials:	Companion Website: http://edge.sagepub.com
Class attendance policy:	Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.
Submission of Work:	The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted when requested by instructor by the due dates and times. NO opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse. All course-writing assignments have to be submitted in APA format (6 th edition).
Make-up examination policy:	Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).
Course Drops/Incompletes:	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 your responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F." 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.
Cheating and plagiarism policy:	Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments. 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. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.
Teaching/Learning Strategies	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 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.																																							
Evaluation Procedures																																								
<table border="1" data-bbox="191 583 667 884"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>450-500</td> <td>90%</td> </tr> <tr> <td>B</td> <td>400 – 449</td> <td>80%</td> </tr> <tr> <td>C</td> <td>350 – 399</td> <td>70%</td> </tr> <tr> <td>D</td> <td>300 – 349</td> <td>60%</td> </tr> <tr> <td>F</td> <td>299 - Below</td> <td>50%</td> </tr> </tbody> </table>	Performance Standards/Grading:			A	450-500	90%	B	400 – 449	80%	C	350 – 399	70%	D	300 – 349	60%	F	299 - Below	50%	<table border="1" data-bbox="735 579 1344 957"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Discussions and Participation</td> <td>10 @ 5</td> <td>50</td> </tr> <tr> <td>Quizzes/Projects</td> <td>10 @ 5</td> <td>50</td> </tr> <tr> <td>Exams</td> <td>3@100</td> <td>300</td> </tr> <tr> <td>Assignment 1/Peer Review Project</td> <td>1@ 25</td> <td>25</td> </tr> <tr> <td>Assignment 2/Term/Research Paper</td> <td>1 @ 75</td> <td>75</td> </tr> <tr> <td>Total</td> <td></td> <td>500</td> </tr> </tbody> </table>	Assessments	Points		Discussions and Participation	10 @ 5	50	Quizzes/Projects	10 @ 5	50	Exams	3@100	300	Assignment 1/Peer Review Project	1@ 25	25	Assignment 2/Term/Research Paper	1 @ 75	75	Total		500
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ADA Statement	<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>																																							

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.

Criteria (25 total points)	Non- performance	Insufficient	Sufficient	Expected
Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work (7 points)	0 points	1-4 points Incomplete/not finished/or past deadline.	5 points Fully complete and in ahead of deadline	6-7points Materials submitted to peer group at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers
Provide meaningful feedback on submission of two other learners data/research sufficiency (4 points)	0 points	1-2 points Comments are superficial and do not provide true analysis	3 points Comments indicate correct analysis of the data/research	4 points Comments include specific suggestions and additional resources for consideration
Provided meaningful feedback on structure/organization and clarity of points (5 points)	0 points	1-3 points Comments are superficial	3.5 points Comments identify potential problems with the structures and organization of the components/ Concepts	4-5 points Comments include specific suggestions improving structure and order
Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn (5 points)	0 points	1-3 points Comments provided are not logical or incorrectly state assumptions	3.5 points Comments illustrate useful analysis of logic and assumptions and identify potential	4-5 points Comments include specific suggestions for improving or resolving problems with logic or

			problems	assumptions and help to restate recommendations that are better supported by the evidence
Provided all comments in a positive, encouraging, and constructive manner to at least two other learners (4 points)	0 points Comments might be interpreted as insulting	1-2 points Comments are neutral or non-encouraging	3 points Comments include positive feedback and suggestions	4 points Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered

Source: (MNSCU, 2012)

GRADING RUBRIC FOR TERM/RESEARCH PAPER - The following is the criterion the instructor will use to evaluate your term/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.

Category/Criteria (75 total points)	Excellent A/B	Satisfactory	Unsatisfactory D/F
Mechanics (15 points)	12-15 points: Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	11 points: Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	0-10 points: An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.

Organization (20 points)	15-20 points: Paper follows the APA 6 th ed. format, progresses in a logical manner, and has appropriate transitions.	13-14 points: Paper has some problems with format, logic and transitions, but not enough to detract from the content.	0-12 points: An abundance of format, logic and transition issues that detracts from the content.
Citations/Sources (10 points)	8-10 points: All sources are properly cited both in-text and in the reference page.	7 points: Only minor issues with citation placement and reference page.	0-6 points: An Abundance of citation errors in-text or in the reference page.
Content. (30 points)	22-30 points: Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	19-21 points: Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	0-18 points: Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

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

Total Points: _____/75

General Comments:

Course Outline: *subject to some changes depending on the needs and level of the class*

WEEKS	ASSIGNMENTS
1 08/20-08-25	<p>August 20: Classes Begin Introduction of Course, Students and Professor) Review of syllabus Introduction to Criminal Justice Part 1—The origins and growth of Comparative Criminal Justice Assigned Reading: Chapter 1</p>
2 08/27-08/31	<p>Chapter 1 Assigned Reading: Chapter 1 Discussion/Participation 1 Project/Quiz 1 09/03 Labor Day</p>
3 09/10-09/14	<p>Chapter 2—Measuring and comparing in and across Nations Assigned Reading: Chapter 2 Discussion/Participation 2</p>
4 09/17-09/21	<p>Chapter 3: Families of Law Assigned Reading: Chapter 3 Discussion/Participation 3 09/17 :Submit Topic for Term/Research Paper Project/Quiz 2</p>
5 09/24-09/28	<p>Chapter 4—Six Model Nations Assigned Reading: Chapter 4 Discussion/Participation 4</p>
6 10/01-10/05	<p>Part II: The Police Chapter 5—Law enforcement: Functions, Organization, and Current Issues Discussion/Participation 5 Midterm Exams Test 1: Test 1 (Lecture Notes and Chapters 1-4)</p>
7 10/08-10/12	<p>Chapter 6—Criminal Procedure Chapter 7---The Court and Legal Professionals Assigned Readings: Chapters 6 Discussions/Participation 6 Project/Quiz 3 October 08: 1st Draft of Term/Research Paper (title, 4 text, and reference pages) Academic Advisement</p>
8 10/16-10/20	<p>Chapter 7—continue to read Assigned Reading: Chapter 7 Fall Break</p>

	October 15 : Test 2 (Chapters 5-8)
9 10/22-10/26	Part III: The Courts Chapter 8—After Conviction: The Sentencing Process Assigned Reading: Chapter 8 Discussion/Participation 8
11 10/29-11/02	Chapter 9—After Convictions: The Problem of Prison Assigned Reading: Chapter 9 Discussion/Participation Project/Quiz 4 October 29: 2nd Draft of Term/Research Paper (title, abstract, 8 text, and reference pages) Due
11 11/05-11/10	Chapter 10—Terrorism Assigned Reading: Chapter 10 Discussion/Participation 10 November 05: Assignment 1 (Peer Review Project) Due
12 11/13-11/17	Chapter 11—Transnational Organized Crime Assigned Reading: Chapter 11 Discussion/Participation 11
13 11/19-11/23	Fall Break / Thanksgiving Holidays
14 11/26-11/30	Chapter 12—Juvenile Justice Assigned Reading: Chapter 12 Discussion/Participation 12 Project/Quiz 5 Assignment 2 Due Students are required to bring a hardcopy to class)
15 12/03-12/07	Final Exams

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 in class.
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