CMJ 102 – INTRODUCTION TO CRIMINAL JUSTICE
Spring Syllabus 2017

INSTRUCTOR INFORMATION

Associate Professor David Striegel
Guerrieri Hall, Room 202-D
Office Phone: 410-572-8755

Office Hours:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>10:45 -11:45 a.m.</td>
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<tr>
<td>Tuesday</td>
<td>4:45 - 6:15 p.m.</td>
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<td>Wednesday</td>
<td>10:45 -11:45 a.m.</td>
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<td>4:00 - 4:30 p.m.</td>
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<td>Thursday</td>
<td>4:45 - 5:45 p.m.</td>
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<td>Friday</td>
<td>By appointment</td>
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Email Address: dstriegel@worwic.edu

TEXTBOOK


COURSE DESCRIPTION

This course examines the history, philosophy and social development of police, courts and corrections in a democratic society. Identification and operations of local, state and federal agencies are covered with a criminal justice career orientation.
COURSE OBJECTIVES

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

1. Describe the organization and structure of the criminal justice system. (GEO 5,8)
   
   A. Identify the agencies that comprise the criminal justice system.
   B. Compare the responsibilities of law enforcement, courts, and corrections.
   C. Explain the political context of criminal justice.
   D. Contrast the crime control and due process models of criminal justice.

   Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.

2. Examine the nature of crime and victimization. (GEO 5,8)
   
   A. Differentiate between the three major sources of crime statistics.
   B. Summarize the principal findings of the different sources of crime data.
   C. Describe the impact of crime and victimization on society.
   D. Identify characteristics of crime victims.
   E. Differentiate between the different types of crime.

   Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.

3. Examine the types of law and procedural rights of the accused. (GEO 5)
   
   A. Identify the four sources of law in the United States.
   B. Differentiate between criminal law and civil law.
   C. Distinguish between substantive law and procedural law.
   D. Identify the procedural rights in the Fourth Amendment, Fifth Amendment, Sixth Amendment, Eighth Amendment, and Fourteenth Amendment.

   Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.

4. Summarize the history and structure of American law enforcement. (GEO 5,8)
   
   A. Trace the English origins of American law enforcement.
   B. Explain the development of law enforcement in America.
   C. Describe the structure and role of contemporary law enforcement.
   D. Describe the role and responsibilities of federal law enforcement agencies.
   E. Summarize the role of the private security industry.

   Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.
5. Describe the role, styles and functions of the police. (GEO 5)

A. Describe the nature of police work
B. Differentiate between the different operational styles of policing.
C. Identify the four major functions of police departments.
D. Summarize the steps in the recruitment and selection process.

Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.

6. Examine the American court system. (GEO 5)

A. Differentiate between the steps in the pretrial process.
B. Explain the organization and functions of state and federal courts.
C. Explain the bail process and types of bail.
D. Differentiate between the different stages of the trial process.
E. Describe the roles of the primary courtroom participants in criminal trials.

Assessment Strategy: Practice quiz, unit quiz/exam, final exam, discussion.

7. Explain the goals of sentencing and types of sentencing options. (GEO 5)

A. Identify the five goals of criminal sentencing.
B. Differentiate between the different types of sentences.
C. Explain the role of presentence investigation reports.
D. Identify key concepts related to capital punishment.

Assessment Strategy: Practice quiz, unit exam, final exam, discussion.

8. Examine the role of corrections at the local, state, and federal levels. (GEO 5,8)

A. Trace the historical development of prisons.
B. Explain how correctional facilities are structured and organized.
C. Identify characteristics of the incarcerated population.
D. Describe the inmate subculture and prison life.
E. Explain the different types of violence and victimization in prison.
F. Identify the legal rights of inmates.
G. Explain the role, responsibilities and types of community corrections programs.

Assessment Strategy: Practice quiz, final exam, discussion.
9. Examine the role and function of the juvenile justice system. (GEO 5,8)

   A. Differentiate between the adult and juvenile justice systems.
   B. Explain the philosophy of juvenile justice.
   C. Describe the jurisdiction of juvenile courts.
   D. Differentiate between the different stages in the juvenile justice process.

   Assessment Strategy: Practice quiz, final exam, discussion.

10. Describe the future of criminal justice in the United States. (GEO 5)

   A. Describe the possible future of law enforcement, the administration of justice, and corrections according to the crime control and due process models.
   B. Explain the role of technology in the future of criminal justice.
   C. Describe criminal justice and some of its challenges in the age of terrorism.

   Assessment Strategy: Practice quiz, final exam, discussion.

**COURSE CONTENT**

Chapter 1 - Crime and Justice in the United States  
Chapter 2 - Crime and Its Consequences  
Chapter 4 - The Rule of Law  
Chapter 5 - History and Structure of American Law Enforcement  
Chapter 6 - Policing: Roles, Styles, and Functions  
Chapter 7 - Policing America: Issues and Ethics  
Chapter 8 - The Administration of Justice  
Chapter 9 - Sentencing, Appeals, and the Death Penalty  
Chapter 10 - Institutional Corrections  
Chapter 11 - Prison Life, Inmate Rights, Release, and Recidivism  
Chapter 12 - Community Corrections  
Chapter 13 - Juvenile Justice  
Chapter 14 - The Future of Criminal Justice in the United States

**TENTATIVE SCHEDULE**

Week #1     Course orientation, study skills pre-test, Chapter 1  
Week #2     Chapters 1, 2  
Week #3     Quiz #1 (chapters 1-2), Chapter 4
Week #4     Chapter 5, exam 1 (chapters 1, 2, 4, 5)
Week #5     Chapters 6, 7
Week #6     Chapter 8
            Quiz #2 (chapters 6, 7, 8 - courts and bail)
Week #7     Chapters 8, 9
Week #8     Exam 2 (chapters 6 -9)
Week #9     Chapter 10
Week #10    Chapters 10-11
Week #11    Chapter 12
Week #12    Chapter 12
Week #13    Chapters 13, 14
            Final exam review
Week #14    Final exam

EVALUATION AND GRADING

Three examinations and two in-class quizzes will be given at appropriate intervals. Additionally, 13 chapter quizzes are available on Blackboard and worth 5 points each (for a total 65 points). Students are expected to complete the Blackboard chapter quizzes on their own before the next scheduled exam. Students may take each chapter quiz twice and the average of the two attempts will be your score. These quizzes are timed; students have 45 minutes to complete each one. After each examination is taken, the previous chapter quizzes will no longer be available to students.

Examinations will cover lecture material as well as Power Point presentations and information in the text, and will be in multiple choice and short answer format. The final exam (exam #3) is cumulative. Exams are expected to be taken during their scheduled times. Students are responsible for the material presented in class, whether or not they are in attendance.

Make up exams will only be allowed if the instructor is notified prior to the exam. Exams must be made up within one week of the originally scheduled date. The instructor reserves the right to change the format of any make-up tests. The final grade for this course will be based upon a scale of 490 points. Each of the three examinations is worth 100 points, each in-class quiz 25 points, each Blackboard quiz is 5 points, and
the research project is 50 points. Students may earn up to 25 points for class participation. While there will necessarily be some subjectivity to awarding points for this, objective criteria such as attendance, punctuality, and class preparation will be considered.

**Computation of Final Grade**

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<th>Component</th>
<th>Points</th>
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<tr>
<td>3 exams (100 points each)</td>
<td>300</td>
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<tr>
<td>2 in-class quizzes (25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>13 Blackboard quizzes (5 points each)</td>
<td>65</td>
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<tr>
<td>Research project</td>
<td>50</td>
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<tr>
<td>Class participation</td>
<td>25</td>
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<tr>
<td><strong>Total possible points</strong></td>
<td><strong>490</strong></td>
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**Evaluation of Final Grade**

A = 90%-100% (441-490 points)
B = 80%-89%   (392-440 points)
C = 70%-79%   (343-391 points)
D = 60%-69%   (294-342 points)
F = 0%-59%      (< 294 points)

**RESEARCH ASSIGNMENT**

Students are required to critique each of the criminal justice web sites listed below:

Maryland Attorney General  
[http://www.oag.state.md.us/](http://www.oag.state.md.us/)

Maryland Judiciary  
[http://www.courts.state.md.us/](http://www.courts.state.md.us/)

Maryland Department of Public Safety & Correctional Services  
[http://www.dpscs.state.md.us/](http://www.dpscs.state.md.us/)

Students should critically review each web site and then evaluate the sites using the following format: Title of Site, Web Address, Date Accessed, First Impression, Overview of Contents, Ease of Navigation, Graphics, Links, and Value to Course Content. Several examples of the required format are included with this syllabus. This assignment is worth 50 points and will be graded on content, grammar and punctuation, style and organization. Papers must be word processed and include a cover sheet with the student’s name, date, assignment title, course number and
semester. Text should be single-spaced with one-inch margins using 12 font. Do not submit copies of the web sites.

Assignments are due Monday, March 27. Late assignments will result in a reduction of 10% for each calendar day late. No assignments will be accepted during the week of final exams.

Scoring Rubric: Research Project

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<tr>
<td>Content</td>
<td>35</td>
</tr>
<tr>
<td>Grammar, punctuation</td>
<td>10</td>
</tr>
<tr>
<td>Organization</td>
<td>5</td>
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Electronic Assignment

Throughout the semester students will be required to access the Electronic Library Database Collection for information on assigned topics. Students should be prepared to discuss that information with the class.

Writing Center

If you wish to have additional help on a writing assignment, you may schedule an appointment with a writing conference instructor by going to your MyWorWic portal, selecting the Student Resources tab and then selecting Academic Support. Click on Writing Conferences to schedule a conference. Limited time slots are available, so an appointment is required. If you cannot keep your appointment, it is your responsibility to cancel it by going back to the Writing Conferences link. Please note that writing conferences are conducted in AAB 216.

ACADEMIC HONESTY POLICY

Students must comply with the standards of conduct mandated by college policy as outlined in the Appendix of the college catalogue. Any student caught plagiarizing or cheating on an assignment in violation of that policy will not receive credit for that assignment. Discussion will occur before penalties are given. At the discretion of the instructor, the student may also be referred to the Student-Faculty Disciplinary Committee.

Classroom Etiquette
Please silence cell phones and other electronic devices. Text messaging is not permitted. Violations of the cell phone policy will result in the loss of class participation points.

Students are expected to attend all classes and be on time. Do not interrupt class by arriving late or leaving early. If late, please minimize disruption to the class. No side conversations or other distracting behaviors will be tolerated during class. Respect others by being polite and considerate.

ONLINE END-OF-SEMESTER EVALUATIONS

The College has selected SmartEvals as its vendor to conduct online end-of-course evaluations. The evaluations will become available starting April 10 and ending April 24. SmartEvals maintains the highest level of security with the evaluation information, and the information resides only on SmartEvals' computer servers. Faculty are unable to identify individual evaluations, and any data which has the potential to reveal the identity of a student (i.e. the only male in a class) is blocked from viewing. You will receive automated emails from SmartEvals reminding you to complete your evaluations, and the timing of the emails is in compliance with anti-spam guidelines. The emails discontinue once all of your evaluations are completed. You will be able to access the evaluations through the link in the SmartEvals email or by clicking on “course evaluation” in the left menu of your Blackboard course website. The evaluations are only active during designated times at the end of the semester. Disable the pop-up blockers on your internet browser in order to access the evaluation. Your cooperation in completing the online evaluation at the designated time is greatly appreciated. The results from the course evaluation provide valuable feedback to your instructor in order to make changes as needed with curriculum and teaching. Please direct any questions about the online course evaluation system to Hope Ellis at hellis@worwic.edu.

EMERGENCY INFORMATION STATEMENT

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.

BLACKBOARD STATEMENT
Blackboard is being used as a supplementary site in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in MTC 200, AAB 217, HH 100, GH 204, WDC 305, and AHB 108.

Please follow these directions to access course syllabi and any other materials posted for this course:

Login Information

1. From Wor-Wic home page, point to “Quick Links” (top right) and click the “Blackboard Login” link.

2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password). If you do not know your Wor-Wic user ID or password, contact Student Services.

3. You should then see a list of courses for which you are currently enrolled. Click on the course link for CMJ 102.

4. Find and click on the folder for the course resource you are looking for, i.e. course syllabus, Power Point presentations, study guides, etc.

ACADEMIC INTEGRITY AND COMPUTER USAGE POLICY

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friends, family members or any unauthorized individuals

Violators are subject to college disciplinary procedures.

SERVICES FOR STUDENTS WITH DISABILITIES
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2900. For more information, see Wor-Wic's Services for Students with Disabilities web page.

MISCELLANEOUS

Class time will involve both lecture and class discussions covering subjects in the text and outside materials. Students are expected to complete all assigned reading prior to class, actively participate in class discussions, attend all classes, and be on time. Regular attendance and participation are the best ways to ensure success in this course. If a student experiences any course-related problems throughout the semester, feel free to contact the instructor at any time.
SITE: Federal Bureau of Prisons

WEB ADDRESS: www.bop.gov

DATE ACCESSED: January 1, 2017

FIRST IMPRESSION: The home page for this site is deceiving. From the home page it appears there is little information. Once you click on the first topic you find this sight to be overwhelming.

OVERVIEW OF CONTENTS: This site is filled with information on federal prisons and the programs for them. The site contains statistical information and the breakdown of inmates based on their race, age, sentence, offense committed, and so on. An overview of the Federal Bureau of Prisons is presented on this site. Some of the wordiness of the site lies in the section that outlines the programs offered and administered by the Federal Bureau of Prisons. These program statements are very detailed and take a lot of time to surf through. Complete and detailed descriptions of rules and regulations that pertain to federal prisons are included on this site. If you plan to visit an inmate at a federal prison this would be a good place to get answers to questions about visitation privileges. Information on inmates can also be found on this site. As with many sites, employment opportunities are listed on this web site. Federal prison documents are available on this site. A facility locator is also included on this site to assist in locating the federal prison near you.

EASE OF NAVIGATION: This site is not simple to navigate. Using Netscape Navigator's back button was simpler than using the returns provided on the pages.

GRAPHICS: Except for the logo on the home page of this site, no graphics were found on this site. The wordiness of this site did not leave any room for graphics. If you can view text only this site is for you.

LINKS: Links are provided to state corrections sites, The National Institute of Corrections, and the Federal Bureau of Prisons research and evaluation site. The links are easily found on a dedicated links page.

VALUE TO COURSE CONTENT: This site supplements the limited information presented in the text about the Federal Bureau of Prisons. This site is a must for students interested in the field of corrections or anyone wanting to expand their knowledge of penology.

EXAMPLE
SITE: Bureau of Alcohol, Tobacco, Firearms and Explosives

WEB ADDRESS: www.atf.gov/

DATE ACCESSED: January 1, 2017

FIRST IMPRESSION: The first impression of this page is that of a very basic page with simple click art graphics. The page appears to have been constructed without a lot of effort.

OVERVIEW OF CONTENTS: This ATF web page provides the mission statement for the bureau. The answers to frequently asked questions appear on the ATF web site. Surfing through this site you will find topics including the history, progress, and programs of the bureau. If you want to know who the BATF is looking for their web site is a good place to start. If you missed the news and thought you heard something about ATF you might want to go on-line and visit the press release section of the ATF web site. Current information on alcohol, tobacco, firearms, arson, and explosive regulations and requirements can be found on this site. An overview of the lab services provided by the BATF is presented on this site as well. The BATF is currently constructing downloadable versions of forms and applications for this site. If you have information on crimes or violations of the laws and regulations enforced by the BATF you may want to click on the hot line numbers page of this site. Perhaps at the conclusion of your visit to this site you have decided this might be a good agency to work for, you should stop by the vacancy announcements page. An e-mail directory is provided for the site user to send messages or ask questions of the BATF.

EASE OF NAVIGATION: This site is easy to navigate through by providing numerous links to other site pages and menus. This site also responds well by using your browser's back button.

GRAPHICS: The graphics on this site are simple and appear to click art for the most part.

LINKS: Links are provided to the members of BATF special programs and for the Treasury Department.

VALUE TO COURSE CONTENT: This site provides the student considerable information about the role and function of the Bureau of Alcohol, Tobacco, and Firearms. Since coverage in the text about ATF is limited, students should find this site interesting and informative.