



# INSTRUCTIONAL PACKAGE

CRJ-101

Intro to Criminal Justice

Spring 2020

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Spring 2020

COURSE PREFIX: CRJ-101

COURSE TITLE: Intro to Criminal Justice

CONTACT HOURS: 3

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

The course is designed as an entry-level course. The course provides students with a basic understanding of the criminal justice system and its components. This class is a survey of the majority of courses required for the Criminal Justice Associate Degree.

### **COURSE DESCRIPTION:**

This course includes an overview of the functions and responsibilities of agencies involved in the administration of justice to include police organizations, court systems, correctional systems and juvenile justice agencies.

### **PREREQUISITES/CO-REQUISITES:**

This course has an online component; therefore, students **are required** to complete the DLI Online Student Orientation prior to registering for this course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

### **REQUIRED MATERIALS:**

1. Bohm, R. M., & Haley, K. N. (2018). *Introduction to criminal justice* (9<sup>th</sup> ed.). Boston: McGraw-Hill.
2. American Psychological Association (APA). (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

### **ADDITIONAL REQUIREMENTS:**

No additional requirements

### **TECHNICAL REQUIREMENTS:**

All criminal justice courses whether traditional face-to-face, hybrid or online, require students to access the course in D2L through a personal computer. Therefore, students should have a reliable access to a computer with a dependable Internet connection to be successful in this course or any criminal justice course. Students will be required to access, download, and/or print material from the course in D2L, which is accessible through My Courses and the student's WaveNet account. Students should pay particular attention to the course outline under Content as well as the course calendar. The amount of

online activity depends on the format of the course; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly with graded requirements typically due each week. Students **must** be aware of the calendar and mindful of updates and announcements; therefore, a student **must** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities. **Students will be able to monitor grades and attendance through the course in D2L.**

**STUDENT IDENTIFICATION VERIFICATION:**

Students registered for this course are verified as attending during the first week of class through attending both (2) scheduled classroom sessions until dismissed by the professor of record. Students not attending both classes as scheduled during the first week of class will be considered as not attending and will be dropped from the class as not being verified. **Students dropped from the class cannot be re-enrolled in the class regardless of reason or excuse.**

**CLASSROOM ETIQUETTE/NETIQUETTE:**

All students are expected to conduct themselves in a **professional and courteous** manner at all times and toward all members of the class regardless of format (e.g., face-2-face, hybrid, or online). The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior including statements or remarks in class or an emails as well as postings or other communications will **not** be tolerated. At the discretion of the professor of record, inappropriate behavior may be reported in writing as a violation of the Student Code of Conduct under Proscribed Conduct, which could result in disciplinary action as described in *Horry-Georgetown Technical College Catalog & Student Handbook (2018-2019)* (p. 35).

**Part II: Student Learning Outcomes**

**COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

<p><b>Week 1</b></p>	<p><b>UNIT I - Foundation of the Criminal Justice System: Crime and Justice in the U.S.</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 1-2, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Identify the basic parts of the criminal justice system.</li> <li>• <b>Student Outcome:</b> Explain the relationship between norms and criminal law.</li> <li>• <b>Student Outcome:</b> Describe what is meant by the elements of a crime.</li> <li>• <b>Student Outcome:</b> Explain and/or describe how crime is measured in the U.S.</li> <li>• <b>Assessment:</b> Assignment #1</li> </ul>
<p><b>Week 2</b></p>	<p><b>UNIT I - Foundation of the Criminal Justice System: Crime and Consequences</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 1-2, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Distinguish between social and legal definitions of crime.</li> <li>• <b>Student Outcome:</b> List the technical and ideal elements of a crime.</li> <li>• <b>Student Outcome:</b> Identify some legal defenses for criminal responsibility.</li> <li>• <b>Student Outcome:</b> Explain why crime and delinquency statistics are unreliable.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> Identify the two major sources of crime statistics in the U.S.</li> <li>• <b>Student Outcome:</b> Discuss national crime victimization surveys.</li> <li>• <b>Student Outcome:</b> Summarize the general finding of self-report crime surveys.</li> <li>• <b>Assessment:</b> Quiz #1 (Chapters 1-2)</li> </ul>
<b>Week 3</b>	<p><b>UNIT I – Foundation of the Criminal Justice System: Explaining Crime</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 3-4, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Define criminological theory.</li> <li>• <b>Student Outcome:</b> State the causes of crime according to classical and neoclassical criminologists and their policy implications.</li> <li>• <b>Student Outcome:</b> Describe the biological theories of crime causation and their policy implications.</li> <li>• <b>Student Outcome:</b> Describe how critical theorists would explain the causes of crime and their policy implications.</li> <li>• <b>Assessment:</b> Exam #1 (Chapters 1-3)</li> </ul>
<b>Week 4</b>	<p><b>UNIT I – Foundation of the Criminal Justice System: The Rule of Law</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 3-4, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Distinguish between criminal law and civil law.</li> <li>• <b>Student Outcome:</b> Distinguish between substantive law and procedural</li> <li>• <b>Student Outcome:</b> List five features of “good” criminal laws.</li> <li>• <b>Student Outcome:</b> Identify and describe Amendments to the U.S. Constitution that are applicable to the criminal justice system.</li> <li>• <b>Assessment:</b> Assignment #2</li> </ul>
<b>Week 5</b>	<p><b>UNIT II - Law Enforcement: History and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 5-7, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the development of early law enforcement in Britain.</li> <li>• <b>Student Outcome:</b> Describe the difference in the development of law enforcement between the different regions of the United States.</li> <li>• <b>Student Outcome:</b> Summarize the Police Reform Movement in the U.S.</li> <li>• <b>Student Outcome:</b> Describe the historic periods of policing in the U.S., and styles.</li> <li>• <b>Assessment:</b> Quiz #2 (Chapters 4-5)</li> </ul>
<b>Week 6</b>	<p><b>UNIT II - Law Enforcement: Policing-Roles, Styles &amp; Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 5-7, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Identify characteristics of police work.</li> <li>• <b>Student Outcome:</b> Describe what studies of police operational styles show.</li> <li>• <b>Student Outcome:</b> List the four major functions of police departments.</li> <li>• <b>Student Outcome:</b> List the drug enforcement strategies of local police agencies.</li> <li>• <b>Student Outcome:</b> Explain the main components of community policing.</li> <li>• <b>Student Outcome:</b> Define terrorism and identify different types of terrorism.</li> <li>• <b>Assessment:</b> Exam #2 (Chapters 4-6)</li> </ul>
<b>Week 7</b>	<p><b>UNIT II - Law Enforcement: Policing America-Issues and Ethics</b></p>

	<ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 5-7 Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the general attitude of the public towards the police.</li> <li>• <b>Student Outcome:</b> Summarize the steps in a police officer selection process.</li> <li>• <b>Student Outcome:</b> Identify factors that affect the exercise of police discretion.</li> <li>• <b>Student Outcome:</b> Describe ways law enforcement agencies can reduce stress.</li> <li>• <b>Student Outcome:</b> Explain when officers may be justified in using deadly force.</li> <li>• <b>Student Outcome:</b> List ways to control and reduce police corruption.</li> <li>• <b>Assessment:</b> Assignment #3</li> </ul>
<b>Week 8</b>	<p><b>UNIT III – The Courts: The Administration of Justice</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 8-9, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the different levels of courts.</li> <li>• <b>Student Outcome:</b> Describe the different courts found in the federal system.</li> <li>• <b>Student Outcome:</b> Describe the use of a presentence.</li> <li>• <b>Student Outcome:</b> Describe the procedure to determine the sentence in a death penalty case including aggravating and mitigating circumstance.</li> <li>• <b>Assessment:</b> Quiz #3 (Chapters 7-8)</li> </ul>
<b>Week 9</b>	<p><b>UNIT III – The Courts: Sentencing, Appeals, and the Death Penalty</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 8-9, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Identify factors that influence a judge’s sentencing decisions.</li> <li>• <b>Student Outcome:</b> Describe how judges tailor sentences to fit the offender.</li> <li>• <b>Student Outcome:</b> Define indeterminate and determinate sentences.</li> <li>• <b>Student Outcome:</b> Explain the three basic types of determinate sentences.</li> <li>• <b>Student Outcome:</b> List five rationales or justifications for criminal punishment.</li> <li>• <b>Student Outcome:</b> Explain the purposes of presentence investigation reports.</li> <li>• <b>Assessment:</b> Exam #3 (Chapters 7-9)</li> </ul>
<b>Week 10</b>	<p><b>UNIT IV – Corrections: Institutional Corrections</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 10-12, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the historical development of corrections.</li> <li>• <b>Student Outcome:</b> Differentiate between types of prison facilities.</li> <li>• <b>Student Outcome:</b> Differentiate between types of community corrections.</li> <li>• <b>Student Outcome:</b> Describe the landmark cases based on prisoners’ rights.</li> <li>• <b>Student Outcome:</b> Describe differences between adult and juvenile systems.</li> <li>• <b>Student Outcome:</b> Describe landmark juvenile cases involving due process.</li> <li>• <b>Assessment:</b> Assignment #4</li> </ul>
<b>Week 11</b>	<p><b>UNIT IV – Corrections: Prison Life, Inmate Rights, Release and Recidivism</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 10-12, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Explain how today’s inmate society differs from the past.</li> <li>• <b>Student Outcome:</b> Identify some special features of life in women’s prisons.</li> <li>• <b>Student Outcome:</b> Describe the profile of correctional officers, and potential issues they face.</li> <li>• <b>Student Outcome:</b> Identify prisoners’ rights, and relate how they were achieved.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> List the two most common ways that inmates are released from prison, and compare those two ways in frequency of use.</li> <li>• <b>Student Outcome:</b> Summarize what recidivism research reveals about the success of the prison in achieving deterrence and rehabilitation.</li> <li>• <b>Assessment:</b> Term Paper</li> </ul>
<b>Week 12</b>	<p><b>UNIT IV – Corrections: Community Corrections</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 10-12, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Define community corrections and their goals.</li> <li>• <b>Student Outcome:</b> Define probation and recidivism rates.</li> <li>• <b>Student Outcome:</b> Distinguish parole from probation</li> <li>• <b>Student Outcome:</b> Explain the functions of a parole board.</li> <li>• <b>Student Outcome:</b> Describe how intermediate sanctions differ from traditional community corrections programs.</li> <li>• <b>Student Outcome:</b> Explain concerns of intensive-supervision probation/parole.</li> <li>• <b>Student Outcome:</b> Explain what home confinement and electronic monitoring are.</li> <li>• <b>Assessment:</b> Nothing Due-Easter Weekend</li> </ul>
<b>Week 13</b>	<p><b>UNIT V – Additional Issues in Criminal Justice: Juvenile Justice</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 13-14, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe early institutions that worked with criminal youths.</li> <li>• <b>Student Outcome:</b> Explain the effects of important landmark U.S. Supreme Court cases on the juvenile justice system.</li> <li>• <b>Student Outcome:</b> Identify and describe factors that influence the ways that police process juvenile case.</li> <li>• <b>Student Outcome:</b> Summarize the rationale for the use of diversion in juvenile justice.</li> <li>• <b>Student Outcome:</b> Describe the adjudication hearing in juvenile justice.</li> <li>• <b>Student Outcome:</b> Identify landmark juvenile due process cases.</li> <li>• <b>Student Outcome:</b> Identify types and effectiveness of juvenile programs.</li> <li>• <b>Assessment:</b> Quiz #4 (Chapters 10-12)</li> </ul>
<b>Week 14</b>	<p><b>UNIT V – Additional Issues in Criminal Justice: The Future of Criminal Justice</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 13-14, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the possible future of law enforcement if the crime control model dominates, and the possible future if the due process model dominates.</li> <li>• <b>Student Outcome:</b> Describe the possible future of the administration of justice if the crime control model dominates, and the possible future if the due process model dominates.</li> <li>• <b>Student Outcome:</b> Identify perhaps the most divisive issue that will confront correctional policy makers in the future.</li> <li>• <b>Student Outcome:</b> Describe the possible future of corrections.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Student Outcome:</b> List some of the cost reduction strategies likely to be advocated in corrections in the future.</li> <li>• <b>Student Outcome:</b> Describe some of the challenges faced by criminal justice in the Age of Terrorism.</li> <li>• <b>Assessment:</b> Exam #4 (Chapters 10-13)</li> </ul>
<b>Week 15</b>	<p><b>UNIT V – Additional Issues in Criminal Justice: The Future of Criminal Justice</b></p> <ul style="list-style-type: none"> <li>• <b>Material Covered:</b> Read Chapters 13-14, Bohm &amp; Haley (2018)</li> <li>• <b>Student Outcome:</b> Describe the possible future of law enforcement if the crime control model dominates, and the possible future if the due process model dominates.</li> <li>• <b>Student Outcome:</b> Describe the possible future of the administration of justice if the crime control model dominates, and the possible future if the due process model dominates.</li> <li>• <b>Student Outcome:</b> Identify perhaps the most divisive issue that will confront correctional policy makers in the future.</li> <li>• <b>Student Outcome:</b> Describe the possible future of corrections.</li> <li>• <b>Student Outcome:</b> List some of the cost reduction strategies likely to be advocated in corrections in the future.</li> <li>• <b>Student Outcome:</b> Describe some of the challenges faced by criminal justice in the Age of Terrorism.</li> <li>• <b>Assessment:</b> Final (Chapters 1-14)</li> </ul>

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

**Part III: Grading and Assessment**

**EVALUATION\***

Assignments .....	30%
Exams .....	30%
Quizzes.....	20%
Term Paper .....	10%
Final .....	10%
<b>Total.....</b>	<b>100%</b>

***\*Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

## **GRADING SYSTEM:**

90-100.....	A
80- 89.....	B
70- 79.....	C
60- 69.....	D
Below 60.....	F

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

***The maximum number of absences for the semester are six (6), whether in the traditional classroom or online. However, any student missing two (2) consecutive weeks will be withdraw without further notice.***

As stated, online attendance is determined by the student completing graded requirement (e.g., assignment, exam, etc.) for the week. Failing to complete a graded requirement for a particular week will result in absence recorded for that week. With regard to the face-2-face portion in the traditional classroom, any student coming in late or leaving early will not be counted attending the entire, required, class time. Habitual tardiness will result in a percentage of an absence being recorded and applied to the limit on absences of six (6) class meetings. Any student not following the attendance guidelines, as stated, will be withdrawn with of either a grade "W" or "WF." Any student withdrawn due to excessive absences will not be readmitted to the course regardless of reason or excuse.



## Part V: Student Resources

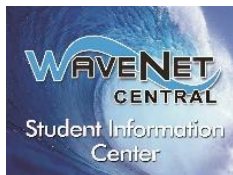


### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

### Student Testing

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

## **Title IX Requirements**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
<p> <b>Dr. Melissa Batten, VP Student Affairs</b>  <i>Title IX Coordinator</i> </p> <p>           Building 1100, Room 107A, Conway            Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a> </p>	<p> <b>Jacquelyne Snyder, VP Human Resources</b>  <i>Section 504, Title II, and Title IX Coordinator</i> </p> <p>           Building 200, Room 212A, Conway Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5212  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a> </p>