



Peru State College  
**CJUS 495 Seminar in Criminal Justice**  
Syllabus – Spring – 2010

**Instructor:** Dr. Douglas Devaney  
**Office Hours:** 10:00 A.M. – 12:30 P.M. on T & R  
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**Email Address:** ddevaney@peru.edu  
**Course Meets:** 11:00 A.M. – 12:15 P.M. M & W

**Required Textbook:** Thistlewaite, A. B. & Wooldredge, J. D., (2010). *Forty Studies That Changed Criminal Justice*. Upper Saddle River, NJ: Prentice Hall

**Required Software:** Internet access and access to Microsoft WORD.

### **Course Description & Objectives**

This capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Particular emphasis is placed on understanding how the principles of each theory may be used to evaluate the primary elements of the justice system: law enforcement, courts, and corrections.

**Prerequisites:** Senior Criminal Justice major having completed 45 hours of the Criminal Justice major including CJus 110, CJus 220, CJus 230, CJus 308, CJus 340, CJus 360, & Psyc 330.

Upon completion of this course you should be able to:

1. Communicate both verbally and in writing in a professional and scholarly manner.
2. Demonstrate adequate understanding of fundamental criminal justice concepts and theories.
3. Demonstrate adequate understanding of the various components of the system, including law enforcement, corrections, and the courts, and the interconnectedness of these components and the associated processes.
4. Demonstrate adequate understanding of criminological research and methodologies.
5. Demonstrate appropriate critical thinking skills in relation to current issues and practices within the criminal justice setting and understand public policy processes.
6. Demonstrate appropriate understanding of key ethical issues in criminal justice and the ability to adequately evaluate these issues and debate strategies and policies involving these issues.

7. Demonstrate the ability to provide quality research and assessment of current trends and practices involving a relevant topic of study within criminal justice, including the development of a scholarly literature review of academic resources.
8. Develop and present effective oral presentations utilizing current technologies.

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

### **Expectations & Instructional Approach**

Classes will include required reading and writing assignments involving criminal justice issues, as well as frequent discussion and debate of policies and practices within the system. Students are required to participate in these discussions and read the text and any assigned materials. Students are required to complete much work in the blackboard environment, due to the hybrid nature of the course. PowerPoint presentations, lecture, handouts, and other delivery methods will be utilized in the course at the discretion of the instructor to assist students in developing and enhancing knowledge of fundamental concepts and issues and the critical thinking skills needed for assessing criminal justice policies and practices. Course content is designed to allow students to gain a greater depth of understanding in the theoretical basis of various issues in criminal justice and develop insight into the application of theoretical concepts in practical settings. Student are expected to have a fundamental understanding of criminological theories and criminal justice practices from prerequisite course work and will be expected to utilize this knowledge in class and online discussions, as well as in verbal and written presentations and topic assessments.

Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material. It is vital to be prepared for each class and students are expected to turn off cell phones and other devices while in class. Use of laptop computers or other devices is prohibited during class times and students are expected to take notes and have text and other course materials with them for each class. Food is prohibited in class.

### **Assessment and Grading**

Students are expected to gain passing scores in each of the following assessment and grading categories.

#### Class Attendance and Participation:

Students will be assigned weekly readings from the text and other sources at the discretion of the instructor. All students are expected to critique and provide

commentary on assigned topics. Students are expected to use critical thinking skills and demonstrate adequate preparation for discussion and debate, including the inclusion of academic sources and other evidence supporting their position and argument in class discussions. Students who complete the capstone course online are expected to provide substantial written explanation and interaction with peers via the discussion board each week and are required to provide sources supporting their position and argument, as well. All students are expected to clearly articulate viewpoints on topics and issues of discussion and provide evidentiary support and rationale for their position in discussions. This requires every student to actively seek out sources for support of their position and demonstrate a high level of preparation and critical thinking skills. Students should strive to develop an understanding of both sides of an argument, including supporting research and evidence for the alternate viewpoints. Students failing to consistently demonstrate this preparation risk having points deducted from their grade based on inadequate participation in the course. Class participation accounts for 25% of the final grade.

#### Weekly Assignments:

Weekly assignments include reading and quizzes at the discretion of the instructor. Students will be given frequent quizzes (usually about one a week and in blackboard format) designed to review basic criminal justice concepts, terms, and processes. Handouts will be provided for preparation and these quizzes will often be in multiple-choice and true or false format. These are designed to aid in preparation for the comprehensive exam required for the Criminal Justice major. Participation in these quizzes, the pre-test, final exam, and the discussion boards account for 25% of the final grade.

#### Project/Paper:

This capstone paper and presentation involves the preparation of a 20 page research paper on a specific criminal justice policy or issue. It should include a thorough examination and assessment of the topic, including adequate coverage of opposing viewpoints, and can include a practical application or strategy. It should not consist mainly of personal opinion but should conclude with a supportable position and rationale. Topic must be approved by the instructor and students are not allowed to collaborate with others or share work. Quotes should be used sparingly and only when crucial for conveying a relevant point.

Topic must be submitted prior to week 3 with an explanation that details student expectations and reasons for choosing the topic. The student should explain why the topic was chosen, what resources (journals, internet, etc.) will be sought, a statement about alternate viewpoints, and a statement about the relevance of the issue/topic to current public policy. This should be provided in a brief paragraph.

Outline must be provided prior to week 8 with a detailed accounting of the different elements of the paper. This is not a draft of the paper. Students do need to include a

Title page, body (outline showing specific areas to be addressed in particular sections such as introduction, literature review, and conclusion), and working reference list (bibliography page). The outline should be detailed enough to show how the student will discuss the issue and the alternate viewpoints.

Capstone paper will be due in week 14. It should be in APA format, 12 font, double spaced, with headings for different sections. It should include a Title page, abstract, outline (contents page), and bibliography that are not included in the 20 page requirement. It should be broken into sections and there needs to be a literature review following an introduction section. The paper should be concise and clearly written. Avoid repetition and strive for easy transitions from one section to another. Avoid grammar and spelling problems and adequately show sources. Number pages and carefully check APA format.

Students will also be required to give a 15 minute presentation over the results of their research. A PowerPoint presentation noting the key elements of their research is required. Students unable to provide a presentation on the main campus will be required to provide a presentation via digital format using a web camera and microphone, or send a DVD/VHS recording for grading. All submissions must be received prior to week 15. Capstone project is worth 50% of grade (includes presentation, topic and outline assignments). Late submissions will receive a deduction in project score or may not be accepted without instructor approval.

#### Exams:

All students are required to complete the final exam. The final exam for this class will be based on core curriculum requirements for the Criminal Justice major. Quizzes and the pre-test throughout the semester are used as review and preparation for this exam. It will cover a wide variety of fundamental areas, including material from CJUS 110, 220, 230, 308, 330, 340, 360, 385, 410, and 385. Students are expected to take this exam when scheduled and need prior approval from the instructor to alter scheduling. This exam and the pre-test are part of the participation grade.

#### Late Assignment Policy:

Late coursework is generally unacceptable in this course. All work should be submitted by the assigned times and dates.

#### Grading Scale

Your final grade will be based upon culminated scores of the capstone paper and presentation, final examination, quiz scores, and participation. The grading scale is:

Quizzes, pre-test, exam=25%, Class participation & discussion=25%, capstone project (paper & presentation)=50%, for a total of 100%.

**Please note a grade of “C” is required to pass this course.**

## College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

## College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an

individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

### **Tentative Course Schedule**

<u>Week</u>	<u>Reading Assignments/Activities</u>
1	Chapter 1 Police Behavior; Constitution; Pre-Test; Discussion of Policy Making, Capstone paper preparation
2	Continue with Chapter 1 and Constitution presentation; Police Discretion ppt. & Public Policy ppt., Discussion of Discretion (p. 31), Quiz wk 2 Comprehensive Review
3	Chapter 2 Police Discretion & chapter 3 Police Operations; Patrol Operations & Crime Prevention ppt., Discussion of Kansas City Patrol Experiment and police staffing (p. 47), Quiz wk 3 CR
4	Chapter 3 Police Operations & chapter 4 The Police Role; Theory to Application ppt., Discussion of POP and Broken Windows (p. 81), Quiz wk 4 CR
5	Chapter 5 Police Use of Deadly Force; Discussion of Deadly Force (p. 99), Capstone project and exam prep, Quiz wk 5 CR
6	Chapter 6 Female Police Officers; Female Police Officers & Questions to Consider ppt., Discussion of gender issues (p. 109), Capstone project prep, Quiz wk 6 CR
7	Chapter 2 (Part II, p. 144) The Guilty Process; The Guilty Process ppt., Discussion of Plea Bargaining (p. 144), Quiz wk 7

- 8 Chapter 3 (Part II, p. 182) The Jury Trial; Jury Selection ppt., Discussion of the Jury Process (p. 182), Quiz wk 8 CR
- 9 Work on paper and presentation this week; NO MIDTERM EXAM
- 10 Chapter 4 (Part II, p. 202) Sentencing; Discussion of Wrongful Convictions (p. 202), Review Rough Draft Post, Quiz wk 10 CR
- 11 Chapter 2 (Part III) Community Corrections; Discussion of Alternate Sanctions (p. 279), Rough Draft due, Quiz wk 11 CR
- 12 Chapter 3 (Part III) Inmate Subculture; Discussion of Inmate Subculture (p. 301), Begin working on ppt. presentation, Quiz wk 12 CR
- 13 Capstone work week and Review with others
- 14 Discussion of Detainment and Trial of Terror Suspects; Quizzes wk 14 & 14b CR
- 15 Discussion of Juvenile Justice; Quiz wk 15 CR
- 16 Discussion of the State of the CJ System; PPT presentation due