



AJ-102: INTRODUCTION TO CRIMINAL JUSTICE

Also listed as: AJ-102H

Effective Term

Fall 2024

BOT Approval Date

12/14/2023

Discipline

AJ - Administration of Justice

Course Number

102

Course Title

Introduction to Criminal Justice

Short Title

Intro Criminal Justice

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No

**Fully Online Delivery Requirements:**

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

AJ-102H

C-ID (Admin Only)

C-ID AJ 110

CB 00

CCC000598410

Course Title

Honors Introduction to Criminal Justice

Approved Cal-GETC Area**Approved Second Cal-GETC Area****Approved Third Cal-GETC Area****C-ID (Admin Only)**

C-ID AJ 110

Catalog Description

This course introduces students to the components of the criminal justice system in the United States. Crime measurement, theories, causes and responses to crime, components of the system, and current challenges are examined. This course also examines the history and evolution of the principles, approaches, and the evolving forces which have shaped the criminal justice system. Students discover the origins and development of criminal law, legal process, and sentencing and incarceration policies.



Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0104 - Criminal Justice/Safety Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Examine the Constitutional Amendments known as the Bill of Rights and assess the impact of each might have on the criminal justice system.
2. Demonstrate an understanding of the procedure by which a criminal case progresses from investigation to appeal and how race, diversity, and inequity are represented in the judicial process.
3. Compare and contrast the major theories which attempt to explain crime causation and research informed positions on controversial issues in criminal justice.
4. Interpret the history, development, structure, and distinguish the differences between state and federal courts.
5. Identify, classify, and interpret the roles of the major components of the criminal justice system (Law Enforcement, Courts, Corrections, Paroles, Probation).
6. Examine, evaluate, and distinguish the process to become a law enforcement officer from selecting an agency to graduation from the police academy.
7. Define, describe, and differentiate the extent of the crime problem caused by both gangs and drugs in America.
8. Analyze the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.

Honors Objectives

The honors component of the course students will:

1. Engage in advanced research and writing on selected (controversial) topics within law enforcement, the courts, or corrections fields.
2. Produce an original piece of research that will be in much greater detail and complexity than that of a mere case study.
3. Address challenging primary and secondary source readings, research, and writing.

4. Analyze major issues, interpretations, and application of laws with the instructor and other honors students.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Student will examine the Constitutional Amendments known as the Bill of Rights and judge which have had the greatest impact on the criminal justice system.
2. Student will analyze and appraise the process by which a criminal case progresses from investigation to appeal.
3. Student will contrast and evaluate the major theories which attempt to explain crime causation.
4. Student will analyze and assess the differences between the federal and state.
5. Student will examine and evaluate the major components of the criminal justice system (Law Enforcement, Courts, Corrections).

Program Learning Outcomes

Learning Outcome

Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.

Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.

Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.

Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.

Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.

Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and creates ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Course Content

1. Is Crime a Recent Development
 - a. Crime in the Old West
 - b. Crime in the Cities
2. Creating Criminal Justice
 - a. Contemporary Criminal Justice
 - b. Formal Criminal Justice
 - c. Informal Criminal Justice
3. Ethics in Criminal Justice

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- a. Ethics in Law Enforcement
 - b. Ethics and the court Process
 - c. Ethics and Corrections
 4. How is Crime Defined?
 - a. Consensus View
 - b. Conflict View
 - c. Interactionist View
 5. Categories of Crime
 - a. Violent Crime
 - b. Property Crime
 - c. Public Order Crime
 - d. Economic Crime
 6. Crime Trends and Patterns
 - a. Ecology of Crime
 - b. Socioeconomic
 - c. Age and Crime
 - d. Gender and Crime
 - e. Race and Crime
 - f. Chronic Offenders
 7. The Cause of Crime
 - a. Choice Theories
 - i. General Deterrence
 - ii. Specific Deterrence
 - b. Trait Theories
 - i. Biochemical
 - ii. Neurological
 - iii. Genetic
 - c. Psychological Theories
 - d. Sociological Theories
 - e. Developmental Theories
 8. Theories of Victimization
 - a. Victim Precipitation
 - b. Lifestyle Theory
 - c. Routine Activities Theory
 9. Development of Criminal Law
 - a. Sources of Criminal Law
 - i. Constitutional Limits
 - b. Classifying Crimes
 - i. Felonies and Misdemeanors
 - ii. Legal Definition of Crime
 10. Criminal Defenses
 - a. Excuse Defenses
 - b. Justification Defenses
 - c. Changing Defenses
 11. Reforming the Criminal Law
 - a. Reducing Prison Population
 - b. Expanding Voter Rights
 - c. Minimizing Collateral Consequences
 - d. Legalizing Drugs
 - e. Controlling Technology
 - f. Protecting the Environment
 - g. Responding to Terrorism
 12. The History of Police
 - a. Private Police
 - b. The London Metropolitan Police
 - c. Early Police Agencies

- d. Twentieth Century Reform
- e. The Emergence of Professionalism
- 13. Policing from 1960's to Present
 - a. Policing in the 1960s
 - b. Policing in the 1970s
 - c. Policing in the 1980s
 - d. Policing in the 1990s
 - e. Policing in the 2000s
- 14. Technology in Law Enforcement
 - a. Identifying Criminals
 - b. Locating Criminals
 - c. Crime Scene Investigation
 - d. Crime Mapping
 - e. Biometrics
 - f. DNA
 - g. Social Media
 - h. Predictive Analysis
 - i. Smart Sensors and Virtual Patrols
 - j. Ethical Challenges
- 15. The Police Organization
 - a. The Police Role
 - b. The Patrol Function
 - i. Patrol Duties
 - ii. Improving Patrol
 - c. The Investigative Function
 - i. Detectives
 - ii. Sting Operations
 - iii. Undercover Work
 - iv. Evaluating and Improving Investigations
 - v. Using Technology
- 16. Policing Strategies
 - a. Community Oriented Policing
 - b. Problem Oriented Policing
 - c. Intelligence Led Policing
 - d. Evidence Based Policing
- 17. Issues in Policing
 - a. Who are the Police?
 - b. Minorities in Policing
 - c. Women in Policing
- 18. The Police Profession
 - a. Police Culture
 - b. Police Personality
 - c. Police Style
- 19. Police Discretion
 - a. Factors Influencing Discretion
 - b. Race and Discretion
- 20. Racial Profiling
 - a. Factors Relating to Profiling
 - b. Can Profiling be Justified?
 - c. Ethical Challenges
- 21. Problems of Policing
 - a. Job Stress
 - b. Fatigue
 - c. Violence and Brutality
 - d. Corruption
- 22. Use of Force

- a. Race and Force
- b. Deadly Force
- c. Nondeadly Force
- d. Police as Victims
- 23. Police and the Rule of Law
 - a. Search and Seizure
 - i. Defining a Search
 - ii. Defining an Arrest
 - iii. Search and Arrest Warrants
 - b. Warrant Requirements
 - i. Probable Cause
 - ii. Particularity
 - c. Exigent Circumstances
 - d. Field Interrogations (Stop and Frisk)
 - e. Incident to Lawful Arrest
 - f. Car searches
 - g. Consent Searches
 - h. Plain View
- 24. Interrogation
 - a. The Miranda Warning
 - b. The Miranda Rule Today
 - c. The Impact of Miranda
 - d. Ethical Issues and Challenges
- 25. The Exclusionary Rule
 - a. Current Status of the Exclusionary Rule
 - b. The Future of the Exclusionary Rule
 - c. Fruit of the Poisonous Tree
- 26. Court Structure and Personnel
 - a. State Court Systems
 - b. Federal Court Systems
 - c. District Courts
 - d. United States Supreme Court
 - e. Judiciary
 - i. Qualifications and Selection
 - ii. Judicial Decision Making
 - f. The Prosecutor
 - i. Types of Prosecutors
 - ii. Prosecutorial Discretion
 - g. The Defense Attorney
 - i. Role of the Defense Attorney
 - ii. Ethical Issues
 - iii. Legal Services for the Indigent
 - iv. Public versus Private Attorneys
- 27. Pretrial and Trial Procedures
 - a. Bail
 - i. Legal Right to Bail
 - ii. Types of Bail
 - iii. Pretrial Detention
 - iv. Bail Reform
 - b. Charging the Defendant
 - c. Plea Bargaining
 - i. The Nature of Plea Bargaining
 - ii. Pros and Cons of Plea Bargaining
 - iii. False Confessions
 - iv. Legal Issues to Plea Bargaining

- v. Role of the Judge, Prosecutor, Defense in Plea Bargaining
 - vi. Plea Bargaining Reform
- 28. Punishment and Sentencing
 - a. The History of Punishment
 - b. The Goals of Punishment
 - i. General Deterrence
 - ii. Incapacitation
 - iii. Specific Deterrence
 - iv. Retribution
 - v. Rehabilitation
 - vi. Diversion
 - vii. Equity/Restitution
 - viii. Restoration
- 29. Sentencing Models
 - a. Indeterminate Sentences
 - b. Determinate Sentences
 - c. Mandatory Sentences
 - d. Truth in Sentencing
- 30. Capital Punishment
 - a. Arguments for the Death Penalty
 - b. Arguments Against the Death Penalty
 - c. Legal Issues in Capital Punishment
 - d. Race and the Death Penalty
- 31. Probation
 - a. History of Probation
 - b. Contemporary Probation
 - c. Conditions of Probation
 - d. Duties of the Probation Officer
 - e. Legal Rights of Probationers
 - f. The Future of Probation
 - g. Other Alternatives to Arrest
- 32. Restorative Justice
 - a. The Concept of Restoration
 - b. Restoration Programs
 - c. Restoration in Practice
 - d. Court-Based Programs
- 33. Corrections
 - a. The History of Corrections
 - i. The Origin of Corrections in the United States
 - ii. The Pennsylvania System
 - iii. The Auburn System
 - iv. Creating a Prison Industry
 - v. Prisons in the Twentieth Century
 - vi. Development of Parole
 - vii. Contemporary Correctional Institutions
 - b. Jails
 - i. Jail Populations and trends
 - ii. New Generation Jails
 - c. Prisons
 - i. Maximum Security Prisons
 - ii. Super-Maximum Security Prisons
 - iii. Medium Security Prisons
 - iv. Minimum Security Prisons
- 34. Inmate Populations

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- a. Population Trends
 - b. Race by the Numbers
 - c. Men Imprisoned by the Numbers
 - d. Women Imprisoned by the Numbers
 - e. Prison Violence
 - f. Prisoner Rights
 - g. Prison Gangs
 - 35. Leaving Prison
 - a. The Parole Board
 - b. Parole Hearings
 - c. The Effectiveness of Parole
 - d. The Problems and Risks with Reentry
 - 36. Juvenile Justice
 - a. History of Juvenile Justice
 - b. Legal Rights of juveniles in Custody
 - c. The Juvenile Court Process
 - i. The Intake Process
 - ii. The Detention Process
 - iii. Plea bargaining
 - iv. Transfer to Adult Court
 - v. Sentencing Reform
 - d. The Juvenile Correctional Process
 - i. Probation
 - ii. Intensive Supervision
 - iii. Institutionalization
 - iv. Deinstitutionalization
 - v. Aftercare
 - e. The Future of Juvenile Justice
 - 37. Crime and Justice in the New Millennium
 - a. Globalization and Crime
 - b. Corporate Enterprise Crime
 - c. Green Crime
 - 38. Cybercrime
 - a. Cybertheft
 - b. Cybervandalism
 - c. Cyberbullying
 - d. Cyberwarefare
 - e. Costs of Cybercrime
 - f. Enforcing Laws Against Cybercrime
 - 39. Gangs and Organized Crime
 - a. Gangs Defined.
 - b. Types of Gangs
 - i. Street Gangs
 - ii. Prison Gangs
 - iii. Motorcycle Gangs
 - iv. Women in Gangs
 - c. Characteristics of Gangs
 - d. Gang Crimes
 - e. Criminal Cartels
 - f. Gang Injunctions
 - 40. Terrorism
 - a. Defining Terrorism
 - b. Types of Terrorists
 - i. Domestic Terrorism
 - ii. International Terrorism

- iii. Lone-Wolf Terrorism
- iv. Home-Grown Terrorism
- c. Characteristics of Terrorists
- d. Terrorism Crimes
- e. Terrorism Ideology

Honors Content

The topics to be covered in Introduction to Criminal Justice and Law Enforcement AJ102H are the same as those covered in Introduction to Criminal Justice and Law Enforcement AJ102, with recognition that students will explore issues within the criminal justice field, but with greater depth and complexity. Students will engage in research that will involve working with both primary and secondary sources, studying major controversies in statutory and case law and engaging in discussions with the instructor and other honors students about the discipline of criminal justice. In addition, honors students will analyze current research and historical concerns relating to laws and the application of laws that focus on diverse topics. These topics may include:

1. The Fourth Amendment (search & seizure).
2. The USA Patriot Act / USA Freedom Act.
3. DNA evidence.
4. Wrongful convictions.
5. Use of force.
6. Sentencing and early prisoner release.
7. Legalization of drugs.

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Introduction to Criminal Justice course content as they relate to groups and institutions in society to demonstrate, explain, and reinforce critical thinking, judicial concepts and theories. Students may demonstrate public speaking, critical thinking, and integration of course content to classroom discussions. For example, students may be asked to discuss their understanding of the court structure. This may be accomplished in small or large groups, synchronously or asynchronously, through the use of closed captioned videos, journals, prerecorded audio/visual media, or discussion board forums, through the use of discussion boards, journals, discussion forums or other CMS function.

DE Adaptations for MOI

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. For example, student to student interactions can be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of law enforcement and the criminal justice system including courts and corrections. Discussion exercises encourages students to work together to identify how external and internal factors can influence criminal justice-community relations. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features.

Method

Lecture

Integration

Lecture in which presentations of Introduction to Criminal Justice course content to illustrate, explain and reinforce judicial concepts and theories as they relate to the practice, implantation, interpretation, and application of law enforcement /as using audio/visual aids, print material, closed captioned videos, and/or digital slides. For example, lectures can include an overview of criminology theories relevant to studying criminal law/as including penal code, constitution bill of rights, landmark legal cases, which may incorporate audio/visual aids, print material, streaming services, closed captioned videos, and/or digital slide presentation.

DE Adaptations for MOI

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS.

Method

Papers and Reports

Integration

Papers/essays should be evaluated based on the identification of legal issues related to a diverse community, understanding of judicial theories and concepts, ability to analyze and demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in course content. Papers serve as exercises in which students apply judicial concepts and theories related to the application of law enforcement in a diverse society. These papers will address how officers of the law interact with community members varying in race/ethnicity, social class, etc., and gender to the implementation of law enforcement. For example, students may be asked to explore how the Rodney King incident served as a platform towards inclusion in multicultural communities and how this incident served as the precursor to stricter oversight of police misconduct. Papers will be evaluated based on the following criteria: demonstration of organization and clarity, critical thinking, identification, understanding and application of legal concepts to ethnically diverse groups and/or institutions.

DE Adaptations for MOI

Papers/essays administered in DE format will use the CMS functions to facilitate student submissions. Evaluation feedback of paper/essays will be provided for students in a timely manner using gradebook, live stream or video conferencing software, inbox messaging, or other functions available through the CMS. All papers/essays, submissions, and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Visiting Lecturers

Integration

Visiting lecturers may speak and/or offer a presentation on a topic covered in the Introduction to Criminal Justice course content. Guest speakers in the field of police, courts, sheriff, jails, and prisons, or other content specialists may offer presentations face-to-face or through CMS or other video conferencing platform (ex. Google Hangouts, Skype Video, Blab, Periscope or other live streaming platform). Presenters should provide information on the type of services offered by their organization, what its missions and visions are, and how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and legal concepts and theories (encompassing but not limited to functionalism, conflict, symbolic interactionism, racial formation, and/or gangs). Post-presentation debriefing may be administered through CMS or video conference software.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the Introduction to Criminal Justice course content (including but not limited to judicial theory, crime, racism, education, violence) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Additional Methods of Instruction for Honors

Method: Instructor - Student Meetings.

Integration: Honors students and instructors will meet several times (minimum of three times) over the course of the semester to discuss research findings, assigned readings or other appropriate topics as determined by the instructor. These meetings can be small group meetings with other honors students or one-on-one meetings with the instructor.

Method: Small Group Discussion.

Integration: Guided small group discussions will enable honors students to analyze and interpret assigned course work to gain a deeper understanding of the criminal justice systems and the practical and ethical application of laws, understanding of criminological theory, issues surrounding incarceration, and methods of crime control.

Method: Oral Presentations

Integration: Oral presentations will provide honors students an opportunity to present their research to other students. Alternatively, honors students may be required to present aspects of readings to the other honors students as part of the small group discussions.

These presentations will provide students an opportunity to improve their oral communication skills and their ability to synthesize and integrate information.

Method: Ride-Along or Court Trial.

Integration: Honors students can participate in a "ride-a-long" with a local law enforcement agency or view an ongoing criminal court trial. The instructor may wish to collaborate with the agency or court to assist in this activity. The honors student will complete a two to three page brief on the activity. Agencies may include the Riverside County Sheriff's Department, Menifee Police Department, Hemet Police Department, Riverside County Coroners Office, and the Riverside County Courts. These activities will encourage students to experience first-hand what it's like to be inside of the police vehicle or courthouse.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and/or tests will formatively cover the major criminology themes of Introduction to Criminal Justice and align with learning objectives. A combination of multiple choice, short answer, and/or essay questions may be included. Exams/tests will be evaluated based on demonstration of identification, understanding and application of various components related to legal theory, application of law enforcement, incarceration, and other related to issues as it applies to criminal justice and other social problems such as, but not limited to, sex, gender, diversity, economy, education, and violence. For example, exams/tests may be used to assess students' ability to apply a criminal theory analysis of the challenges posed by criminal offenders.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in course content in alignment with learning objectives. Exams will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. This provides an equitable opportunity for all students. Exams will be submitted to the online grading system within the CMS. Exams will be graded, be evaluated based on accuracy and completeness and students will receive feedback within 2 weeks, via the grade book, chat, or other accessible conferencing tools.

Method

Homework

Integration

The class will be required to answer selected essay questions at the end of each chapter in order to appraise comprehension of the material (e.g. How does the Exclusionary Rule and Fruit of the Poisonous Tree impact search and seizure?). Answers will be evaluated on appraisal and evaluation of the question and the application of course material in the formulation of the response. The response to the essay questions will require the application of properly cited sources to ensure proper research of the topic has been completed.

DE Adaptations for MOE

Students will complete homework assignments, such as defining reasonable suspicion and probable cause, listing the parts of a search warrant, challenges to "stop and frisk", and/or how the Fourth Amendment to the United States Constitution impact search and seizure. The students will be evaluated on their ability to research and assess the topic and their successful application of the course material in their responses. Periodic homework assignments will evaluate students on their understanding of course content. Homework will be evaluated based on accuracy and completeness. Questions will be posted in the assignment or discussion areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the CMS to include the grade book, chat, or other accessible video conferencing tools.

Method

Research Projects

Integration

The class will be required to complete a research project on a selected topic related to law enforcement and/or the criminal justice system in the United States. The research project will be evaluated on the student's investigation and evaluation of the topic. The student will also be evaluated on their writing skill as well as their adherence to the APA/MLA format in their completed research assignment.

DE Adaptations for MOE

Group or individual projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the APA/MLA format in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within 2 weeks either through comments posted on the assignment or within an accompanying rubric.

Evaluation of Honors assignments

1. To receive honors credit, students must successfully complete all regular course and honors enrichment assignments.
2. The written research will be assessed (evaluated) on content, format, thoroughness, accuracy of the subject matter, insight and originality. Additionally, the number and quality of references used and the overall ability to synthesize information from a multitude of sources into a coherent argument are considered. Writing style APA.
3. The oral presentation will be assessed for clarity, accuracy of content, organization, quality and appropriateness of any visuals that are present and for the summary of results that are presented.
4. Participation in small group discussions will be evaluated on the quality, thoroughness, accuracy, and frequency of the participation.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a three to five page research paper on "What effect has California's Justice System Realignment had on the criminal justice system and the transfer of authority to local law enforcement jurisdictions." Are local law enforcement, courts, and county corrections capable of handling the increased responsibility? What effect, if any, has realignment had on the crime rate in California? What effect has realignment had on issues of racial bias, diversity, and/or equity? Has the realignment been successful in reducing overall costs related to the criminal justice system? This paper is to be cited and formatted using the APA style guidelines.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the portion of the chapter covering "Plea Bargaining" which encompasses: (1) The Nature of Plea Bargaining; (2) Pros and Cons of Plea Bargaining; (3) False Confessions; (4) Legal Issues in Plea Bargaining; (5) The Role of the Prosecutor, Defense Council, and Judge in Plea Bargaining; (6) The Victim and Plea Bargaining; and (7) Plea Bargaining Reform. Then, either individually, or in small groups, be prepared to discuss plea bargaining specifically addressing the seven prior issues listed. Additional discussion may include the following. Does a person's status or gender play a role in plea bargaining? Who really benefits from plea bargaining? Is plea bargaining considered discriminatory or prejudicial?

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make course material, including assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Honors Assignments**Assignment**

Students will complete all regular course requirements for the regular section of Introduction to Criminal Justice and Law Enforcement AJ102 and be graded according to the standards used for the rest of the class. Beyond that, honors students will complete requirements 1-3. Assignments 4-5 are optional however, one optional assignment may be required at discretion of the instructor.

Assignment

1. A research paper 9-12 pages long, typed, double-spaced on a topic that the student selects in consultation with the instructor. Research may be conducted in a university library or the equivalent and should be based on the following: primary sources, secondary sources, major interpretive books, and articles. A minimum of five academic sources must be referenced in the paper. As part of this project, students may peer review one another's work. Research papers could include the Fourth Amendment (search & seizure), the USA Patriot Act / USA Freedom Act, DNA evidence and wrongful convictions, issues relating to officer use-of-force, issues relating to incarceration, impact of early prisoner release, and the death penalty.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The Honors paper will enhance a student's research and writing skills as they select a topic, develop an argument based on evidence, outline their analysis, and complete the final paper.

Assignment

2. Assigned readings beyond the scope of the regular section of AJ102. Additional primary documents, journal articles, or a book will be assigned for reading, summary, and review. Contradictory readings on the same topic may be analyzed to encourage critical thinking on the various perspectives of criminal justice. Example readings could include: *Monster*; the Autobiography of an L.A. Gang Member, *Once Upon a Time in Compton*, *Brave Hearts: Extraordinary Stories of Pride, Pain and Courage*, *The Run of His Life: The People v. O.J. Simpson*, or *Just Mercy: A Story of Justice and Redemption*.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors supplemental readings facilitate discussion, encourage reflection, and help students with their critical thinking skills.

Assignment

3. A 10-15 minute oral presentation of the final research project or an outline of the research project given to their fellow honors students or to the entire class.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

The oral presentation provides a forum for Honors students to provide information on their research project to the class.

Justify how the assignment reflects the Engagement Core Value

The oral presentation provides a forum for Honors students to provide information on their research project to the class and facilitate discussion, feedback, and the significance of their findings.

Assignment

4. Interview a current law enforcement, corrections, or court professional. Students will collaborate with their instructor to select an appropriate person to interview, develop questions, review interview protocols, and determine the best method to present their findings (e.g. written, oral presentation, video presentation).

Required or Optional

Optional

Honors Core Values

Leadership

Justify how the assignment reflects the Leadership Core Value

Organizing an interview with a law enforcement professional will require Honors students to develop leadership skills as they select, organize, implement, report, and reflect on the significance of their interview.

Assignment

5. A project outside normal class time designed by the instructor. For example, students will sign up for a "ride-a-long" with a local agency or view an ongoing criminal trial. The instructor may wish to collaborate with the agency or court to assist in this project. The student will complete a two to three page brief on the activity. The Riverside County Sheriff's Department, the Hemet Police Department, or the Riverside County Coroner's Office are examples of local agencies for the ride-a-longs. These projects will encourage students to experience "first-hand" what it's like to be inside of police car or within a courthouse.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Field trips, and in this case a "ride-a-long" or watching a "court trial" offers students a chance to learn about the criminal justice field outside of the classroom. It also encourages networking with professionals in the field, and to consider real-world scenarios.

Course Materials

Textbooks

Segal, L., Worrall, J (2022). Introduction to Criminal Justice 17th Cengage Publishing . ISBN: 978 0357630921

Hess, K., Orthmann, C., Cho, H (2018). Introduction to Law Enforcement and Criminal Justice 12th Cengage Publishing . ISBN: 9781305968769

Ortmeir, P.J (2019). Introduction to Law Enforcement and Criminal Justice 2nd Pearson Publishing . ISBN: 9780131137776

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the discussion areas, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language has been included in the course to be inclusive of these items through awareness of audience and differences when examining the application of due process. As students are gathering and learning about the judicial process it is important to include all applicable voices in their research, this is covered extensively in the COR and the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the theoretical approach to judicial due process as well as the real-world applications. One of the objectives is to learn how to assess the impact of due process for underrepresented groups, e.g., minorities, low socioeconomic status, gender, etc., compare and assess how the application of law is administered to these different groups. Students will examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students have equal opportunities to all learning resources as well as 1-on-1 capabilities via ZOOM, with the professor. Video and other forms of media are utilized to ensure success in the area of DEI Zoom lectures that are live and will be recorded for students who cannot attend live lectures. Discussion boards are created for questions in two separate formats: student-to-professor, and student-to-student formats. Students will participate in class via discussions in asynchronous discussion using accessible CMS video conferencing software. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been written so that the texts that have historically been marginalized become centered in the students' academic pursuits. Engagement from instructors-to-students and students-to-students will prompt students to consider equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course promotes student-to-student interaction by allowing and encouraging group discussions as methods of evaluation. Discussions may be used for students to interact with their peers to share their interpretations of the content and ask questions. Group activities may be used to develop a deeper understanding of topics and provide opportunities for collaboration while centering student voices. For example, students may be asked to survey their classmates to solicit opinions on controversial topics, e.g., abortion, death penalty, etc. Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/ or discussion posts so that they will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience the impact of building community in the classroom. Students might also work in small groups online or in-class to create presentations on theoretical perspectives. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on critical approaches, and/or the application of concepts as formative activities to build understanding and fluency and to form community.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will introduce the course material, explain concepts and relationships between concepts, and demonstrate the techniques for solving problems. Instructor will grade the assignments according to the rubric and provide timely feedback on all assessments. For example, the instructor can moderate the discussion of the results of a controversial topic (Example: Stop and Frisk), guide discussions, and provide insight. Instructor should model the process of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the real world in order to help students understand their learning process. Faculty can offer feedback on student assignments through video conferencing software, CMS grading functionality, or individual meetings with students.

Explain how the course will incorporate student-to-content interaction.

Students may engage with course content and supplemental material to support their interaction with course topics. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical legal decisions and explain the outcome. The course promotes student-to-content interactions by allowing a variety of methods of instruction. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation. For example, students can be asked to select and discuss a particular constitutional amendment and interpret the original intent with today's modern application. Instructor will provide, demonstrate, and model examples of the ways in which students may interact with course content as students develop critical thinking, reflective skills, and ability to identify sociological concepts in their daily lives.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes critical thinking by asking students to reflect on how the material is relevant to their own lives. For example, they can be asked to provide an example of a data-driven decision that they made recently in their life. After learning a new concept, students can be asked about how they may now use it in real life. The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse perspectives founded in the judicial system. Students are asked to reflect on where they're struggling and succeeding with analysis, interpretation, and understanding of due process, legal decisions, the judicial system, and we ask students to assess what kind of peer and instructor feedback to apply in the work submitted. Through assignments such as weekly discussion posts in an online course or through in-class discussion, this course will repeatedly give students time to reflect on their own thoughts, biases, values, and feelings. We also emphasize that the analytical and critical thinking skills they hone by analyzing communities in various contexts have broad applications in other communities and beyond the classroom.

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