



Department of Criminal Justice

Course #:	CRIJ 1306 – 001
Course Title:	Court System and Practices
Course CRN:	15180
Term:	Fall, 2016
Course Meetings & Location:	Thursday, 6pm -8:50pm , Room 318 (Liberal Arts Building)
Instructor:	Carey Antwine
Contact Information:	cellular number (915) 630-3138; carey.antwine@gmail.com (*fastest response is by text)
Office Hours	By appointment, Thursdays, 5 -6pm
Text(s) and Materials:	<ul style="list-style-type: none"> • <i>Courts and Criminal Justice in America</i>, Publication Date: January 23, 2010, Author: Siegal, L., et. al. • <i>Crazy</i>, by Pete Earley, ISBN 9780425213896 • <i>Case Against the Supreme Court</i> , by Chemerinsky, ISBN: 9780670026425 • Announcements and/or additional readings will be posted on Blackboard • Blue books are required for in-class exams • A scantron is required for the final exam
Final Exam	Thursday, December 8, 2016, 7pm

Course Description:

This course examines the federal, state, and juvenile courts within the United States with an emphasis on the criminal courts. Students will also study the courts’ place within the criminal justice system as well as the participants within the courts. Topics include the structure of the American courts, due process, right to counsel, pre-trial release, plea bargaining, trial proceedings, and sentencing.

Information about the Instructor:

Biography: Carey Antwine was licensed to practice law in 2003 after receiving her Juris Doctorate from St. Mary’s University School of Law and Bachelor of Arts degree in political science from San Diego State University in 1999. Ms. Antwine worked for ten years as a prosecuting attorney with the El Paso District Attorney’s Office (2003-2007) and with the El Paso County Attorney’s Office (2007 – 2013). Carey Antwine has also worked as a solo practitioner and currently serves as an Associate Municipal Judge for the City of El Paso.
Teaching Philosophy: A good teacher is passionate, a life-long-learner, and dedicated to the belief that all students have the ability to learn.
Teaching Style: This course is mainly lecture. Students are responsible for any and all outside reading as well as content of all lectures. Students are expected to participate in class

discussions should feel free to approach the professor with any questions or concerns about the course and/or content. Ultimately, the student will benefit the most from the class by keeping up with outside reading, participating in class discussions, and thinking critically about the material presented.

Learning Outcomes:

The student will perform the following tasks throughout the course: examine the structure of the legal system in the United States, explore the roles and responsibilities of members of courtroom work groups, recognize the communication skills needed for courtroom policies and procedure, will examine the steps by which a criminal charge is processed through pretrial, trial, adjudication, and the appellate stages, evaluate criminal procedure, apply the police responsibilities under the Fourth Amendment regarding search and seizure in a simulated arrest scenario, determine if a search initiated in a scenario is proper under the provisions of the Fourth Amendment, analyze the exclusionary rule and the fruit of the poisonous tree doctrine to determine if evidence obtained in an illegal search scenario is admissible in court, explain the impact of the Eighth Amendment on the criminal justice system, analyze the effect of landmark cases such as *Miranda v. Arizona*, *Weeks v. United States*, *Mapp v. Ohio*, *Douglas v. California*, and *Escobedo v. Illinois* on individuals entering the criminal justice system, describe the due process rights of a criminal suspect in the trial and sentencing process, recognize bias in the system, understand sentencing, and analyze current events to predict future outcomes. At the end of this course, the student will be able to identify the criminal court's role within the criminal justice system as well as understand the functions of those who work within the courts themselves.

Structure/Sequence of the Course:

This structure of this course will be mainly lecture with outside reading and assignments to be done individually. The Sequence of content is as follows: brief history of common law, influences on the courts, types of courts, persons working in the courts, the path of a case from arrest through sentencing, and current and future issues.

Assessment:

Students will be assessed throughout the semester using a variety of methods. Students will have three exams, to include the final exam, two written assignments, and pop quizzes to ensure that students are reading. Students may not make up quizzes he misses due to absences.

Grading Policy:

Students are graded on a 100 point scale. Exams make up 60% of the final grade. Written assignments are worth 30% and quizzes are worth 10%. Please see the below-listed table for a further breakdown of exams, quizzes, and assignments. The due date for all is listed on the table (with the exception for quizzes as those will be unannounced). Students who earn in A in this

class typically attend all classes, keep up with reading assignments, take notes, and study for exams.

Late Work: Late work is not accepted, barring hospitalization (not a doctor’s note but actual in-patient care). Please turn in all assignments on time. If you know you will not be able to take an exam or turn in an assignment, you may turn it in early or schedule a time to take the make-up exam. Make up exams are given by the Criminal Justice Department on Fridays. You must contact me by email and label your email “make up exam.”

<u>Assignment</u>	<u>% of Grade</u>	<u>Due Date</u>	<u>Description</u>
Quizzes	10%	n/a	Quizzes will be given several times during the semester. For this reason, it is important to attend all classes. Quizzes may also stem from discussion posts on blackboard.
Case Brief and One Page Persuasive Essay	10%	9/15/16	Go to the following website: http://caselaw.findlaw.com/us-supreme-court/14-1373.html Read <i>Utah v. Strieff</i> , a United States Supreme Court opinion dealing with the exclusionary rule. Case brief this opinion and write a one page argument in which you either support or oppose the majority opinion. <i>You must support your thesis with textual evidence (precedent) from this case including any dissenting opinions or from other court opinions. You must cite your sources and must write in the third person.</i>
Exam 1	20%	9/29/16	Chapters 1 – 6 and <i>The Case Against the Supreme Court</i> (no notes or books may be used during/for the exam)
Law Proposal	10%	10/13/16	Read <i>Crazy</i> . Read the below-listed law that deals with mental illness and the criminal justice system. Next, compose a law that addresses the issue that you felt was the most pressing after reading <i>Crazy</i> . Finally, write a letter to your state legislator explaining your law and why it needs to be passed. Make sure to attach your law, in statute form, to your letter. Also, you must use correct grammar and formatting for a formal letter.
Exam 2	20%	11/17/16	Chapters 7 – 13 (no notes, no books may be used)
Celebrity Case Analysis and Presentation	10%	12/03/16	This is a group project in which the group (assigned by the professor) will be required to research a celebrated case and prepare and deliver a visual presentation using Prezi, Sway, Power Point or other similar program. The case will be assigned in class on October 20, 2016. The presentation must include a biography of the defendant and victim(s), theories of the case for the prosecution and defense, evidence for both sides, summary of closing arguments for both sides, jury verdict, opinion (supported by evidence and argument) from each group member regarding the accuracy of the verdict. Group must also cite at least five sources and determine what if any influence the media had on the case/verdict.
Final Exam	20%	12/08/16, 7pm-9pm	Multiple choice; bring a scantron (this final is comprehensive; one 8.5”x11” paper, front and back, containing student hand written or typed notes may be used)

Succeeding in this Class: This class will not be difficult if the student attends class regularly, takes effective notes, follows instructions for all assignments, turns in all assignments, and studies for exams. If one must miss class, ask someone else in the class for notes.

Academic Integrity: See this link, <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>. “Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person. Cheating is copying from the test paper of another student, communicating with another student during a test, giving or seeking aid from another student during a test, possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc), substituting for another person to take a test, falsifying research data, reports, academic work offered for credit, unauthorized collaboration with another person in preparing academic assignments. Plagiarism is using someone’s work in your assignments without the proper citations or submitting the same paper or assignment from a different course, without direct permission of instructors.”

Civility Statement: Students are expected to participate in class discussion, be courteous of one another, respect other’s beliefs and conduct oneself in a mature manner. Some topics discussed in class may be controversial, and as such, no one is to disparage another for his opinion; however, it is perfectly acceptable to disagree with another’s opinion. Please be respectful of one another. Cell phones and other electronic items are permitted in class so long as those items do not disturb other students or instruction.

Disability Statement: If a student has or suspects he has a disability and needs an accommodation, he should contact the Center for Accommodations and Support Services at (915) 747-5148 or at dss@utep.edu or go to Room 106 Union East Building. The student is responsible for presenting to the instructor any accommodation letters and instructions.

Military Statement: If you are a member of the military with the potential of being called to military service/training during the course of the semester, please contact your instructor as soon as possible to make other arrangements for assignments and exams. Thank you for your service.

Course Schedule:

- The below-listed chart displays assigned readings and due date for assignments

Date	Assignments
August 25, 2016	Read syllabus, Chapter 1, and start reading <i>The Case Against the Supreme Court</i>
September 1, 2016	Read Chapter 2
September 8, 2016	Learn to Case Brief!!! (Do not miss this class)!!
September 15, 2016	Read Chapters 3 and 4; turn in Case Brief/Essay
September 22, 2016	Read Chapters 5 and 6; Review for Exam 1
September 29, 2016	Exam 1 (Bring blue book)
October 6, 2016	Read Chapters 7 and 10 (discuss Law Proposal)
October 13, 2016	Read Chapters 8 and 9; turn in Law Proposal
October 20, 2016	Read Chapters 11 and 12
October 27, 2016	No Class. Meet with Group and begin work on group assignment
November 3, 2016	Read Chapter 13; Review for Exam 2
November 17, 2016	Exam 2
November 24, 2016	No Class. Happy Thanksgiving!
December 1, 2016	Read Chapters 14, 15, and 16
December 3, 2016	Group Presentations; Review for Final Exam
December 8, 2016, 7pm – 9:45pm	Final Exam (bring scantron)

Law for Law Proposal

Sec. 573.011. APPLICATION FOR EMERGENCY DETENTION. (a) An adult may file a written application for the emergency detention of another person.

(b) The application must state:

- (1) that the applicant has reason to believe and does believe that the person evidences mental illness;
- (2) that the applicant has reason to believe and does believe that the person evidences a substantial risk of serious harm to himself or others;
- (3) a specific description of the risk of harm;
- (4) that the applicant has reason to believe and does believe that the risk of harm is imminent unless the person is immediately restrained;
- (5) that the applicant's beliefs are derived from specific recent behavior, overt acts, attempts, or threats;
- (6) a detailed description of the specific behavior, acts, attempts, or threats; and
- (7) a detailed description of the applicant's relationship to the person whose detention is sought.

(c) The application may be accompanied by any relevant information.