

UNIVERSITY OF TEXAS AT EL PASO  
**Criminal Justice: 1301 Introduction to Criminal Justice**

**Fall 2010 (CRN# 13764) 7-week 8/26/19-10/13/19**

**ONLINE**

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ONLINE COURSE OVERVIEW Distance education provides students with flexibility to work and study at times that fit each person’s schedule during the day or night, and not to have to attend class F2F. However, all students must still meet weekly course deadlines. Be engaged online at least 3 times EVERY WEEK so that they complete the readings on their own, the discussion questions, respond to their peers in a timely fashion, and comply with all deadlines for taking the tests.

Each week will consist of a different module that opens and closes at a particular time. The module for the week will open/post in Blackboard each Monday morning at 6:00 am Mountain time (all times posted are on the Mountain time zone), and that module will close/disappear the following Sunday evening at 11:59 pm. So, each module will be open for only one week at a time. If you get behind or miss some components, you will NOT be able to go back and finish later/make up the discussion questions, module content, or tests. This course is fast-paced. We cover 2 chapters/week, except for Weeks 3 and 6 where three chapters are covered.

**Course Description:** This course examines the structures, functions, and operations of law enforcement agencies in the United States, with emphasis on municipal police departments. The course surveys police operations, staff functions, personnel policies, and current innovations utilized in delivering police services. It covers such topics as police discretion, ethics, police-community relations, and the future of policing in American society.

**Course Objectives and Learning Goals:** By the end of this course, students will be able to:

- 1) Identify the 3 systems in the Criminal Justice System.
- 2) General understanding of each system and how the Criminal Justice has evolved over time in regard to function, organizational structure, demand, tactics, and relationships with citizens.

3) Articulate coherent and persuasive arguments for various criminal justice strategies to control crime/disorder based on empirical research as well as the impact of these strategies on public perceptions and community trust.

4) Identify the key issues, controversies, challenges, and questions pertaining to 21st Century Criminal Justice systems,

**Required Textbook:** Winfree, Thomas, Mays, Larry and Alarid, Leanne. (2019). Introduction to Criminal Justice: The Essentials (2nd edition). Wolters Kluwer. • ISBN: 978-1-45483568-1. (Available through the bookstore or online)

Other Required Readings: The textbook will be supplemented by articles and papers that will be posted to Blackboard

## **Details of Course Requirements**

### **I. WEEKLY DISCUSSION QUESTIONS (DQ) - See schedule for due dates and times**

A) There is a total of 11 sets of discussion questions. Each discussion question set is composed of 2 posts: A) One Original 350-word minimum post in response to the instructor's initial question(s). Be sure to back up your opinion with something you learned from the book. You must cite a page number from the textbook at least once per original response, either by stating a fact found in the book or a viewpoint in the book that is similar to or different from your own opinion. When backing up your opinion, use APA format to cite the textbook: (Author's last names, year, and page number). More information on APA format can be found by visiting: <https://owl.english.purdue.edu/owl/resource/560/08/>

You will be able to view other student's posts once you first complete your own original post.

B) At least two Reaction posts to another student's post per each discussion question every week. The reaction post must be a minimum of 100 words, but has no maximum word count where students are expected to explain why you may agree or disagree with another person's ideas/response. Citations are not required for reaction posts, unless you are making a factual point that differs or is in opposition to the other student's original post.

### **Standards for all Discussion Posts (Original and Reaction):**

1. Respect your fellow students even if your views differ from theirs 2. Stick to the idea and do not verbally attack the individual. Disrespectful and/or inappropriate responses will receive no points. 3. All posts may be made earlier than the deadline. 4. You are free to respond to more than one post if you'd like, but additional points will not be given for extra posts. 5. Discussion Posts made after the deadline will earn -0- points.

Discussion Question posts will be graded based on response quality, and that an APA in-text citation is provided for each original response. Please use complete sentences using APA, and proper spelling and grammar. Avoid text message language and casual speech. All posts (both original and reaction) in the discussion board should contribute in at least one of the following ways: Integrate various main ideas from the book. Thoughtfully describe what the concept and/or issues mean to you. Synthesize ideas from multiple posts, Agree and Elaborate in more detail on a viewpoint, Disagree, and create a new perspective or ask a new question, Evaluate/Analyze the reasonableness or quality of ideas, Identify hidden assumptions, fallacies, or things taken for granted Apply the principles or concepts from the book to your own or someone's else's life

## II. TIMED ONLINE EXAMS

There are Four exams, worth 100 points each (SEE schedule for exam dates and times) These exams will open/post on Sundays at 12:30 am and close by 11:59 pm All exams will be timed at 60 minutes from the time the exam is started, so please be sure the exam is started by 10:30 pm at the absolute latest to give yourself the full 60 minutes. Exams will be structured with mostly multiple-choice questions and some True/False questions. Log in using your UTEP name and password and never as a "guest" because as a "guest" session end automatically after 15-20 minutes, and your test submitted as completed. Exams are open book, and students can use class materials (book, notes, power points, etc.) to aid in completing the exam. However, the exam must be taken alone. You may not collaborate with any person (fellow student or other person) when taking the test. Test collaboration is considered a form of academic dishonesty/cheating.

Here is how to figure Your Grade at the Semester's End:

The letter grade for the class is determined by the number of points you accumulate during the semester, so every point counts. Your points will be recorded in the "My grades" section of Blackboard. Every assignment a grade will be recorded by the point values—not percentages. If you want to know what the point value means on an individual assignment, divide your score into the total number possible for that assignment. So, for example, if you score a "36" on Test 1,  $36 \div 50 = 72\%$  or a "C". Each point value will be summed at the very end

In order to keep track, I've provided the box below:

My Points Possible: Exam #1 \_\_\_\_\_ 100 Points, Exam #2 \_\_\_\_\_ 100 Points, Exam #3 \_\_\_\_\_ 100 Points, Exam #4 \_\_\_\_\_ 100 Points, (Total 400 points)

Seven Discussion Question Sets \_\_\_\_\_ 700 Points

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MY TOTAL: \_\_\_\_\_ 1100 points total

Simply add up the number of points you earn for every exam and discussion questions and then refer to the final grading scale below

GRADING SCALE AT THE END: 1100 points possible

Total Point Range A - 1100-1049, B- 1048-950, C - 949—900, D- 899-850, F - 0 – 849

NOTE: Grades are assigned according to the total points earned; there is no rounding or curving or moving a person to the next letter grade if they are one point away. The cut-off points are predetermined

## Technology Policies

**TECHNOLOGICAL PROBLEMS/QUESTIONS** For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact Technology Support Help Desk 24 hours a day, 7 days a week. Tech support is set up to specifically address technical questions and problems about Blackboard. Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491 E-mail: [helpdesk@utep.edu](mailto:helpdesk@utep.edu)  
Website: <http://admin.utep.edu/Default.aspx?tabid=74092> In Person: UTEP Library, Room 300

### Check Your Technology

1. Computer with a reliable internet connection Mobile device are not reliable to access exams and use the discussion board.
2. Blackboard (BB) Learning Management System The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest". (The guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.
3. Browser Information (See the left side of the menu on the main BB page for hardware, software, and browser checks) Firefox seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard Clear your browser cache
4. Verify that you have the most updated version of "Java" <http://java.com>

5. Additional Software you may be Using All word documents should be saved with a “docx” extension identifying it as a Microsoft Word file or compatible with MS Word Windows Media Player Quick Time Adobe Reader Adobe Flash Player

Contact the UTEP IT website may be able to provide you with updates, patches, and/or compatibility packs if you are in need of any of these.

## **Other Course-Related Policies**

**ACADEMIC DISHONESTY:** Academic dishonesty includes cheating on an exam/not taking the test yourself, turning in someone else’s assignment from a previous class, and/or plagiarism. Plagiarism is defined as one or more of the following: “(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.”

I take cases of alleged academic dishonesty seriously. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an “I” (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University.

FAQ’s: “I didn’t complete a module. Can I go back and finish it later?” No, if you accidentally miss completing something within a module, you will not be able to go back and finish later/make up the discussion questions or go back to the module content. DQ’s depend on student interactions and once the module disappears, it cannot be reenacted after the fact.

“I got called into work and couldn’t take the test. Can I make up the test?” Even if something unexpected comes up on Sunday with work, feeling ill, technological difficulties, etc., you still must find time to take the test sometime during those 33 hours (nearly a day and a half) that the exam is available. I will not re-open an exam for you for a family emergency, work schedule, or technological difficulties.

“Can I do extra credit?” “Is There Anything Else I can do to Increase My Grade?” Please do not ask for more work or extra assignments. There is already enough work to do in this short period of time.

“Why Can’t You Just Change My Grade “I am one point from the next grade up”? Point values are reconsidered only if they are unfair or inconsistent with how they were graded compared to others in the class. The burden is on the student to show the instructor that your grade was unfair or inconsistent compared to the effort with others in the class who

showed similar effort. Points or grades will not be changed because you happen to be one point away— the line between grades has to be drawn somewhere.

**UTEP COURSE DROP POLICY:** If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas. a) Students who drop a course before the "official census date," the course will not appear on the transcript, and doesn't count toward the 6-course drop limit. b) Dropping a course after the official census date, but before the "course drop date" will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6 drop limit. c) If the course is dropped after the "course drop date" or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript. d) UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments, discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6 drop limit.

Open and Close Dates for Modules and Exams any given module or test can be accessed only between the open and close dates/times

### **CRIJ Introduction to Criminal Justice, CRN: 1301: Online Schedule of Assignments and Deadlines**

Week 1- 8/26-9/01/19- Monday, - Class introduction; Read your syllabus; Required Reading: Chapters 1: Criminal Justice an Overview (pp. 3-22)

Discussion Board (Original Post due Thursday; Response Posts due Saturday)

Week 2- 9/02-9/08/19- Monday, Required Reading: Chapter 2 Defining and Reporting Crime (pp. 23-46) Chapter 3 (pp. 47-72), Criminal Law & the legal Environment, Exam 1 (due Sunday) covering Chapters 1,2,3 (33 Multiple Questions)

Discussion Board (Original Post due Thursday; Response Posts due Sunday) Exam 1 (due Sunday)

Week 3 -9/09-9/15/19- Monday, Required Reading: Chapter 4 An Introduction to Policing, (pp. 75-96), Chapter 5 U.S. Law Enforcement Agencies (pp. 97-126), Chapters 6, Issues in Law Enforcement (pp. 127-151), Exam 2 covering Chapters 4, 5, 6 (33 Multiple Questions)

Discussion Board (Original Post due Thursday; Response Posts due Sunday) Exam 2 (due Sunday)

Week 4- 9/16-9/22/19- Monday, Required Reading: Chapter 7 Local, State and Federal Courts, (pp. 155-184), Chapters 8, Trials and Trials Procedures (pp. 185-212), Chapter 9,

Issues in the Judiciary (pp.213-242), Exam 3 covering Chapters 7,8,9 (33 Multiple Questions)

Discussion Board (Original Post due Thursday; Response Posts due Sunday) Exam 3 (due Sunday)

Week 5- 9/23-9/29/19-Monday, Required Reading: Chapter 10 Probation (pp. 243-2266), Chapters 11: Institutional Corrections (pp. 267-292).

Discussion Board (Original Post due Thursday; Response Posts due Sunday)

Week 6-09/30-10/06/19- Monday, Required Reading: Chapter 12 Living and Working in Prison (pp.293-316), Chapter 13 Issues in Corrections (pp, 317-338)

Discussion Board (Original Post due Thursday; Response Posts due Sunday)

Week 7- 10/07-10/13/19- Monday), Required Reading: Chapter 14 The Future of Criminal Justice (pp, 341-363), Exam 4 covering Chapters 10,11,12,13,14 (50 Multiple Questions)

Discussion Board (Original Post due Thursday; Response Posts due Sunday) Exam 4 (due Sunday)

**Discussion Rubric- Grading Enclosed:**

Excellent	Good	Fair	Poor
<b>Comprehension and Examples</b>	25 (44.62%) - 30 (49.23%) Discussion postings and responses demonstrate a full understanding of the concepts and key points presented in the text/s and Learning Resources. Postings provide significant detail, including at least two relevant examples, evidence from the readings, discerning ideas, and/or personal insight.	20 (40%) - 24 (43.08%) Discussion postings and responses demonstrate a good understanding of most of the concepts and key points presented in the text/s and Learning Resources. Postings provide moderate detail, including at least one pertinent example, evidence from the readings, discerning idea, and/or personal insight.	15 (33.85%) - 19 (38.46%) Discussion postings and responses demonstrate a fair understanding of the concepts and key points as presented in the text/s and Learning Resources. Postings may be lacking in detail and specificity and may not include any pertinent examples or provide sufficient evidence from the readings.
<b>Peer Feedback and Interaction</b>	18 (27.69%) - 20 (30.77%) All of the Discussion postings and responses contribute to the quality of interaction by offering stimulating thoughts and probes. Postings provide evidence that	12 (24.62%) - 17 (26.15%) Most of the Discussion postings and responses contribute to the quality of interaction by	9 (21.54%) - 11 (23.08%) Some of the Discussion postings contribute to the quality of interaction. Postings provide evidence that the student has read and considered one or more of other colleagues' postings but response statements may be unclear or too general. Postings may not offer

<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	<p>the student has read and considered one or more of other colleagues' postings and synthesized key comments and ideas. The postings respectfully offer suggestions, questions, constructive feedback, or opposing viewpoints. Postings contribute something new to the discussion.</p>	<p>offering stimulating thoughts and probes. Postings provide evidence that the student has read and considered one or more other colleagues' postings and synthesized key comments and ideas, as applicable, but may not have followed up with a question, an opposing viewpoint, or constructive feedback. Postings contribute something new to the discussion.</p>	<p>suggestions, probes, or constructive feedback. Postings may contribute very few new ideas to the discussion.</p>
<b>Writing</b>	<p>8 (18.46%) - 10 (20%) Postings are organized and contains minor or no writing and/or spelling errors, and are consistent with the required writing style.</p>	<p>5 (15.38%) - 7 (16.92%) Postings are organized and contains few writing and/or spelling errors and are consistent with the required writing style.</p>	<p>1 (12.31%) - 4 (13.85%) Postings may be lacking in organization and/or contains many writing and/or spelling errors and may lack consistency with the required writing style.</p>