

Introduction to Criminal Justice

CRJU110-10, Winter 2018

MTWRF 2:00-3:45p
Gore Hall, Room 218

Instructor: Ashley Mancik
Office: 25 Amstel Ave
Office Hours: TR 4:00-5:00p and by appointment
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Course Description

Responses in American society to the problems of crime. Examines criminal behavior, criminal law, police, courts, and corrections, as well as selected issues in criminal justice. Special emphasis is placed on the organization and duties of each of the major agencies involved in the administration of justice and contemporary issues and challenges.

Required Text

BUNDLE: Cole/Smith/DeJong *Criminal Justice in America 9th edition* (loose-leaf version of textbook) + access code for MindTap (interactive package on Canvas). ISBN-13: 9781337745727

OR access code for MindTap for Cole/Smith/Dejong *Criminal Justice in America 9th edition* only (includes e-book) ISBN-13: 9781305966154

You only need to purchase one of these. *Either* the bundle or the access code only. Do not purchase both!

Canvas Supplemental readings, announcements, review sheets, and other course material will be posted on Canvas. Your grades will also be posted on Canvas. Check often for updates.
<http://www1.udel.edu/canvas/>

Course Assessment

Your grade in this course will be based out of 400 possible points coming from: 1) exams, 2) policy presentation and papers, 3) attendance/participation, 4) daily quizzes, and 5) an end of the course reflection paper.

Course Component	Points	% of Total Grade
Exam 1	100 points	25%
Exam 2	100 points	25%
Policy Oral Presentation	32 points	8%
Policy Written Paper	32 points	8%
Written Reflection on Peer's Policy Presentation	20 points	5%
Attendance/Participation	36 points	9%
Daily Quizzes	60 points	15%
End of Course Reflection Paper	20 points	5%
Total	400 points	100%

Exams (50%). Two exams will be given. Exams will be 50 questions and consist on 40 multiple choice questions and either 10 true and false or 10 fill in the blank questions. Each question is worth 2 points. The specific format of the exam will be given prior to each exam. Neither of the exams are cumulative. Students will be responsible for the material presented in class *and* any assigned readings. **Makeup exams are not offered without a documented University excuse, as defined by University policy.** Students must notify me before the exam begins and provide valid documentation of their absence to be considered for a makeup exam. Makeup exams must take place within one week of the scheduled exam date.

Policy Presentation and Papers (20%). By the end of the first week of class, you will sign up to present and write a paper on a policy relevant crime or criminal justice topic. For your selected topic, you are required to thoroughly research your topic including the pros and cons of the selected argument, as well as draw a conclusion and make a policy recommendation based on the weight of the empirical evidence. More information, a grading rubric, and a list of potential topics will be provided during the first week of class and posted on Canvas.

The components of the policy presentation and papers include:

1. Policy Oral Presentation (8%) – 32 points

You will have 12-15 minutes to present your topic and recommendations to the class, followed by 5 minutes of Q&A from your peers and the instructor. During your oral presentation you will need to introduce your topic, present both sides of the issue, and conclude with the policy implications based on the weight of the empirical evidence (approximately 2-3 minutes for introducing your topic to the class, 4-5 minutes per side of the debate, and 2-3 minutes for your conclusion and recommendation).

2. Policy Written Paper (8%) – 32 points

Along with the oral presentation, you are also required to provide a 3-4 page double-spaced paper documenting what you learned, including proper citation of scholarly sources. Specifically, this paper will summarize both sides of the debate that you presented as well as your conclusions and policy recommendations. Written papers should conclude with a paragraph or two written reflection about how you felt about this experience and what you learned as well as a paragraph or two on if or how your opinions changed before and after researching the topic. Why or why not? In what ways? ***A hard copy of the paper is due in class the day that you present, as well as an electronic version to be posted to Canvas by 2:00p the day you present.***

3. Written Reflection on a Peer's Policy Presentation (5%) – 20 points

Finally, you will be required to write a 1-2 page double-spaced reflection paper on one of your peer's chosen topics discussing what you learned, how your views have been solidified or changed based on the presentation, etc. ***This reflection paper is to be posted to Canvas within 1 week of your peer's presentation (due by 5p the week following the presentation).***

Attendance and Participation (9%). Attendance and participation are required and crucial to success in this course. Attendance will be taken daily. Only university approved absences will be excused. See the UD handbook for policies on excused absences. <http://facultyhandbook.udel.edu/handbook/3113-student-class-attendance-and-excused-absences>. Students may miss two classes without penalty (i.e., you will not lose any points on attendance/participation). Participation includes participating in class discussions and assignments, being respectful of your fellow classmates' and the instructor's comments, and paying

attention in class (i.e., not sleeping, texting, or working on assignments for another class). You can earn 2 points per day for attendance/participation.

Daily Quizzes (15%). Each day, during the first 10 minutes of class, you will be asked to answer two questions based on the assigned reading for that day. These questions will be either multiple choice or true/false and you will receive 2 points for each correct answer. Therefore, you can earn 4 points per day. No quizzes will be given on the first day of class or either of the exam days. If you miss a class you will receive a 0 for that day's quiz. However, you are allowed to drop your two lowest quiz grades, meaning if you miss two class periods you can drop those two quizzes without penalty.

End of Course Reflection Paper (5%). This paper should be 2-3 double-spaced pages and highlight things that you learned in the course, what surprised you, ways that you will utilize what you learned in this class in your future studies or everyday life, what you liked and what you didn't like about the course and will be worth 20 points total. 10 points will be based on your reflection and 10 points will be given based on the quality of your paper and if you followed directions (e.g., proper grammar and punctuation, no typos, if it meets the required length, etc.). **A hard copy of the paper is due in class on Feb 1 and must also be posted to Canvas by 2p on Feb 1.**

Extra Credit. One extra credit assignment will be offered during the course and can result in up to 10 points being added to the student's total points. Details will be provided during the first week of class and posted to Canvas.

Grading Scale

Please come see me early in the semester if you are having trouble with any of the requirements for this course, including the assigned readings. I am here to help, but I cannot help if I do not know it is needed. Please do not hesitate to come to my office during my office hours or set up an appointment with me as soon as you believe you need help.

Grade	Interval	Grade	Interval	Grade	Interval	Grade	Interval
A	93-100	B	83-87	C	73-77	D	63-67
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	88-89	C+	78-79	D+	68-69	F	0-59

Course Policies and Disclaimers

Academic Integrity. Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. Any act or attempted act will be reported to the Office of Student Conduct and is considered a VERY serious matter. If you have questions about academic integrity issues, contact me or see the University policy handbook. <http://www.udel.edu/studentconduct/ai.html>

Laptops and Cell Phones. **I will allow laptops for note-taking purposes on a trial basis. However, if laptops become distracting or if I catch you using your computer for anything other than taking notes, your laptop privileges will be revoked. If this becomes a significant problem, the entire class' laptop privileges will be removed.** Cell phones should be turned off or silenced and put away during class.

Class Conduct. Students are expected to be courteous and respectful of one another. Talking with peers, sleeping, or being disruptive all constitute class misconduct and you may be asked to leave. This class will include some discussion of sensitive and controversial topics. **It is important that each of us is respectful of each other's opinions and experiences.** Students are expected to come to class on time and remain for the entire class period. Coming to class late or leaving early constitutes class misconduct and it will be counted as an absence. If you need to leave class early, tell me at the beginning of class or you may be asked to explain your exit from class. **The posting of class material to the internet, whether for a fee or not, is expressly prohibited and is a violation of the student code of conduct.** Class materials include notes, handouts, study guides, exams, or recordings. Recording lectures or taking pictures of PowerPoint slides is not permitted for any reason. However, PDFs of the PowerPoint slides will be posted on Canvas immediately following the day's lecture.

Grades. If you wish to dispute a grade, you must submit a request in writing within one week of receiving the grade, explaining the discrepancy and the reason you think the grade should be changed. I will review your request and let you know my decision. All decisions are final.

Communication. Class announcements will be posted on Canvas and emailed to your University email address. If you are trying to get in touch with me, email is the preferred method of communication. I generally respond to emails quickly, within 24-48 hours, with the exception of holidays/university breaks. If I do not respond within this time frame, please resend your email.

Inclusion of Diverse Learning Needs. This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation should contact Disability Support Services and the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, or dssoffice@udel.edu. DSS staff will coordinate accommodations for students.

Please note: The University of Delaware is committed to all students' learning and welcomes students with disabilities. If you have a documented disability and need for an accommodation in this course, please contact the Office of Disability Support Services located at dssoffice@udel.edu or call 302-831-4643 to coordinate accommodations.

Harassment. It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of a person's race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion if you believe a violation has occurred. <http://sites.udel.edu/sexualmisconduct/how-to-report/>

Faculty Statement on Disclosures of Instances of Sexual Misconduct. If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose

the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, [click here](#). For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct.

Diversity and Inclusion Statement. The University of Delaware is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Course Evaluations. Participating in the online course evaluation is your opportunity to provide constructive feedback. I use the information you provide to revise my assignments, and to modify my teaching strategies. My department uses your feedback to evaluate my teaching as well. I appreciate you taking the time to thoughtfully complete the online form. The link to online course evaluations will be provided later in the semester.

Course Calendar

The schedule below is tentative. Modifications will be made as necessary.

**Denotes NO QUIZ for that day (all other days have a quiz).*

Policy presentations noted in blue. Note some days have more than one presentation.

Week	Date	Topic Covered	Assigned Reading
Week 1	Jan 3*	Introductions/Syllabus; Key Terms and Concepts	-----
	Jan 4	The Criminal Justice System	Ch. 1 (all)
	Jan 5	Law and Evidence	Ch. 3 (intro, 3-1, 3-2, 3-3, 3-3a, 3-3b, 3-3c, 3-4)
Week 2	Jan 8	Measuring Crime, Types of Crime, and Crime Trends <i>Have tough crime control policies caused a decline in crime?</i>	Ch. 2 (intro, 2-1, 2-2, 2-3)
	Jan 9	Police – History, Organization, and Functions <i>Should volunteer officers be used in law enforcement?</i>	Ch. 4 (intro, 4-1, 4-2, 4-3, 4-5, 4-6, 4-7)
	Jan 10	Police – Daily Operations <i>Should police aggressively enforce public order laws?</i>	Ch. 5 (intro, 5-1, 5-5, 5-6, 5-7a); Ch. 6 (all); Ch. 3 (3-3d, 3-3e)
	Jan 11	Police – Controversies and Challenges <i>Should police officers wear individual body cameras?</i>	Ch. 4 (4-4), Ch. 5 (5-2, 5-3, 5-4)
	Jan 12	Police – Strategies and Contemporary Issues <i>1) Should terrorism suspects in the U.S. enjoy the protections of the Bill of Rights?</i>	Ch. 5 (5-8, 5-9, 5-10); Ch. 14 (14-3)

		2) <i>Should law enforcement agencies use drones in the U.S.?</i>	
Week 3	Jan 15	NO CLASS – MLK JR. DAY	-----
	Jan 16	Police – Federal Law Enforcement; <i>Guest Speakers: FBI Special Agent Paul Cavanagh and FBI Intelligence Analyst Tom Schubert</i>	Ch. 4 (4-2a)
	Jan 17	Catch-Up/Review for Exam 1 <i>1) Should marijuana be legalized?</i> <i>2) Is white collar crime harmful to society?</i>	-----
	Jan 18*	EXAM ONE	-----
	Jan 19	Courts – History, Function, Structure, and Actors <i>Should lawsuits be permitted against prosecutors?</i>	Ch. 7 (all)
Week 4	Jan 22	Courts – Pretrial Procedures <i>1) Should the bail system be reformed?</i> <i>2) Should we limit the use of plea bargaining?</i>	Ch. 8 (intro, 8-1, 8-2, 8-3, 8-4); Ch. 3 (3-3f, 3-3g)
	Jan 23	Courts – The Criminal Trial <i>Should the peremptory challenge be abolished?</i>	Ch. 8 (8-5); Ch. 14 (14-4a)
	Jan 24	Courts – Sentencing and Appeals <i>Should the death penalty be abolished?</i>	Ch. 9 (all); Ch. 8 (8-6)
	Jan 25	Corrections – History and Structure <i>Is segregating prison populations (solitary confinement) a good idea?</i>	Ch. 10 (intro, 10-1, 10-2)
	Jan 26	Corrections – Trends and Patterns in Corrections <i>13th Documentary</i>	Ch. 10 (10-4); Ch. 14 (14-4b)
Week 5	Jan 29	Corrections – Life on the Inside <i>Should prisoners have access to the Pell Grant Program?</i>	Ch. 11 (all); Ch. 10 (10-3, 10-3a, 10-3c)
	Jan 30	Corrections – Community Corrections <i>Is restorative justice a good alternative to incarceration?</i>	Ch. 12 (all); Ch. 10 (10-3b)
	Jan 31	Corrections – Reentry <i>Should prison populations be reduced through accelerated release of non-violent offenders?</i>	Ch. 13 (all)
	Feb 1	Catch-Up and Review for Exam Two <i>1) Does the criminal justice system need reform?</i> <i>2) Is street level bureaucracy a good thing?</i>	End of course reflection paper due (hard copy in class and posted to Canvas by 2p)
	Feb 2*	EXAM TWO	-----