Introduction to Criminal Justice
CJS 101

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Office Hours: By appointment
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Class meeting time and place: 4:00pm to 6:30pm, Monday, T. E. Ferguson Liberal Arts Building #471

Email Guidelines

Email communications must contain the class description and student name in the subject line. EX: “CJS101 John Smith”. If I do not reply to your email in some form you must assume I did not receive the email. I will make communication as easy as possible, however, anti-viral and spam software will sometimes trap email. I carry my cell phone with me always and you are encouraged to call if necessary. Use my email address as provided above for the quickest response.

Course Description:

History, development, and philosophy of law enforcement; introduction to criminal justice agencies. Required for all criminal justice majors and minors.

Program Learning Outcomes:

• The student will demonstrate an understanding of the three major components of the CJS and the concepts of policing, corrections, courts, juvenile justice, probation and parole, and victimology.
• The student will demonstrate a fundamental understanding of human behavior from a historical, criminological and sociological perspective.
• The student will demonstrate critical reasoning, problem solving abilities, communications skills, and technology skills.
• The student will demonstrate an understanding of the functions of policing in the United States in terms of its historical roots, structure, and contemporary issues.
• The student will demonstrate the ability to identify and discuss correctional practices in the United States in relation to philosophies of punishment, sentencing practices, victim’s rights and institutional limitations.
• The student will demonstrate an understanding of the court system in the United States in terms of structure, constitutional issues and historical precedents.
• The student will demonstrate an understanding of the social, political, economic, and cultural factors that influence the development of criminological theory and its application to criminal behaviors.
• The student will demonstrate an awareness of ethical issues in criminal justice, and how to use ethical reasoning to formulate decisions and promote positive organizational and professional trust.

**Student Learning Outcomes:**

Students will define, apply, and analyze components of the Criminal Justice System through a series of assignments designed to allow the student to express their own personal understanding of the following topics:

- Criminal justice in the United States;
- Crime, criminals, and victims;
- Explanations of criminal behavior;
- Criminal justice and the law;
- Missions and roles of the police;
- Policing strategies;
- Police and the law;
- Courts and courtroom work groups;
- Proceedings before trial;
- Conviction by trial and guilty plea;
- Sentencing;
- Community corrections;
- Prisons, jails, and prisoners;
- Prison life;
- Juvenile justice.

**Text and Materials:**

You are required to have *Criminal Justice, 7th* edition, by Joel Samaha for this course. This book is available through a wide variety of sources, including web vendors.

**Course Requirements:**

All written assignments will be submitted typed, font 12, Times New Roman, double-spaced. Grammar, spelling, and punctuation are important and will be graded along with content. *Unless otherwise directed, the heading of assigned papers will contain the name of the student, the due date of the assignment, and a minimal descriptive title.*

You are responsible for reading the textbook and submitting chapter assignments. We may not completely cover each chapter, but test and evaluation material may be taken from any part of the text or in-class discussion.

The following assignment list is not all-inclusive. The instructor reserves the right to include or delete any material that may benefit the class at any point in the semester.
• **Personal Goals**
  o One page in length.
  o Paragraph one, introduce yourself;
  o Paragraph two, tell me why you are taking this class;
    ▪ List your educational goals and your career goals;
    ▪ Tell me what your “dream job” would be as it relates to your career goals;
  o Conclude (paragraph three) with a summary of what you would like to accomplish:
    ▪ Immediately after graduation;
    ▪ 3 years after graduation;
    ▪ 5 years after graduation;

• **Personal Research**
  o The instructor will assign outside class study or research assignments that pertain specifically to the individual interest of the student or class. Assignments will be described and scheduled at different points throughout the semester.

• **Position Paper**
  o A Position Paper is your opportunity to state your opinion about a topic that is either in our text, or is discussed in class. Yes- your opinion can be wrong! Your opinion should be based in fact and not merely emotional or anecdotal evidence alone. Topics will be announced and assigned at irregular intervals by the instructor.
    ▪ The paper will be:
      • Double spaced, font size 12, Times New Roman font face, double spaced.
      • The length will **not exceed one page** and should only take 1-2 hours to complete.
      • The paper will be graded on grammar, spelling, and how you relate your observations to the content in the text and to in class discussions.
      • Due dates will be announced at the time of assignment.
      • Position papers will be assigned each week.

**Course Calendar:**

Refer to the university academic calendar for student and school holidays. Test and assignment due dates will be announced in class.

**Grading Policy:**

- Personal Goals 25
- Position Papers 10 points each
- Chapter Tests 10 points each
- Personal Research 10 points each
- Attendance and Participation Up to five points
Final exams are determined by the number of chapters covered by the end of the semester. The final exam is comprehensive and is based on questions from chapter exams.

Things that will have a negative impact on your grade:
  - Failing to attend class.
  - Headphones/ear buds in your ears during class.
  - Texting, emailing, surfing the web, etc in class.
  - Not participating.
  - Turning in assignments late.
  - Consistently late to class.

Grades are figured by taking the number of points that you have accrued, and dividing those points by the maximum number of points available. For example, you have completed 10 assignments worth a total of 100 points. You total score for those 10 assignments are 90. Divide 90 (your score) by 100 (the maximum total points possible) and you get .90. Your grade at that point in the semester is an “A” based on the .90 grade. Anyone can calculate their grade at any point in the semester just by knowing their current grade and maximum points to that point. I will keep you informed frequently throughout the semester regarding grades.

Each semester, a large number of students receive a failing grade or a much lower grade than they expected. The following is a list of items/activities that will almost insure your failure:
  - Failure to attend class. Tests are made up of both lecture and text material. It is difficult to know the material if you are not in class.
  - Failure to purchase or borrow a book. Again, test material is taken from the text.
  - Failure to be attentive in class and not participating in class. As many as 5 points will be added to your final grade for attendance and participation. Often, that is enough to bring your grade up a full letter.
  - Being disruptive, disrespectful, or discourteous. I will treat you like an adult. Failure to act like an adult will result in a negative learning environment.
  - Again, put down your electronic device and participate.
  - Finally - if you can’t stay awake in class stay home and sleep there. If you sleep in class I will count you absent. Your body may be present but your mind is not in class.

Attendance Policy:

You are all adults and will be treated as such. You are expected to attend class and to be punctual. Late arrivals are a distraction. Class participation is important and your level of participation will be evaluated. **If you are the quiet type, begin work now on coming out of your shell.** Since the final exam is a cumulative effort based on your work product for the entire semester, attendance and participation is important if you expect to do well. Attendance will be taken at the beginning of each class. It is your responsibility to check in on the roster.
Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academicintegrity.asp

Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Electronic devices in classrooms are a major distraction. Unless approved, no electronic devices will be allowed in class. Cell phones, tablets, media players, etc will be put up when class begins. Take your earphones, ear buds, headphones, etc off. If you can’t live without them (except for approved exceptions) you might reconsider your commitment to college and consider another course of action. You may use your device for note taking.
Withheld Grades *Semester Grades Policy (A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Your Name
Due Date
Title of Paper (Position Paper Chapter 1)

Begin the introduction here. The paper must be typed in size 12 font, Times New Roman, double spaced and must not exceed one page in length.

Your paper will be graded for misspelled words, grammar, punctuation, and general readability. Again, position papers are often based on your opinion but your opinion must be supported.

Papers must be printed and emailed copies will not be accepted without special permission.

Clear, concise writing is an important communication skill. Avoid slang terms, street talk, and unnecessary contractions. You begin every paper with ten points. I take a point off for each error until you run out of points. A point is deducted for late work and a point is deducted for papers over one page.