SYLLABUS
Introduction to Criminal Justice, 101, Spring 2020

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Class: CJS 101: Introduction to Criminal Justice
Time: Tuesdays, 6:45 pm – 9:15 pm
Location: Ferguson 471

This is the course syllabus and it contains important information. Be sure to read the entire syllabus and contact me if you have difficulty understanding what is required for your successful completion of this course. I reserve the right to make adjustments in the syllabus as needed depending upon the progress of the class. You are highly encouraged to refer to this syllabus frequently to have a general idea of what material is to be covered. You are also highly encouraged to check your SFA email and D2L for correspondence between class dates.

Course Related E-mail Guidelines
All emails to me concerning class issues should include your name and course number reference. All emails to you concerning class issues will be directed to your SFASU email address. You are responsible for checking your assigned SFASU email for messages. Likewise, your emails to me should be made through the SFASU email system AND my primary City of Nacogdoches email which is listed above, to insure delivery.
You are responsible for reading all announcements, course documents and emails relating to this course.

Course Description
“Introduction to Criminal Justice (CRIJ 1301) - History, development and philosophy of law enforcement; introduction to criminal justice agencies. Required for all criminal justice majors and minors.” (2018-2019 SFASU General Bulletin, CJS section,).

In this course, we will examine and discuss topics related to the four main components of Criminal Justice; Foundations in Criminal Justice, Policing, The Courts, and Corrections.
**Course Objectives**

**Program Learning Outcomes**

This course meets the following CJS Program objectives:

1. The student will demonstrate an understanding of the purposes and operation of the major components of the criminal justice system, and the student will be able to critically analyze the criminal justice system and its aims and outcomes.

2. The student will demonstrate an awareness of multicultural and ethical issues in criminal justice, and will use ethical reasoning to formulate decisions and promote positive organizational and professional trust.

**Course-Specific Student Learning Outcomes**

This course meets the following Course objectives:

1. The student will be able to discuss the history, development, and current status of the American criminal justice system.

2. The student will be able to identify the role of the police, courts, and corrections in the “protection” of American society.

3. The student will be able to explain the purpose and uses of alternate forms of “correction” such as parole and probation.

4. The student will be able to identify various theories that offer possible explanations for criminal behavior, recidivism, and desistance.

5. The student will develop critical thinking and writing skills through essay responses on examinations, QQTPs, and writing assignments.

**Textbook**

The textbook is required! *Introduction to Criminal Justice, A Balanced Approach*, Brian Payne, Willard Oliver, Nancy Marion, 2nd Ed. 2019, SAGE Publications.

**Assessment of Program Learning Objectives**

Program Learning Objectives (PLOs) will be assessed through quizzes and exams. The assessment tool, (quizzes), will collect student responses regarding the content of the PLOs listed above.

**General Student Learning Objectives**

**Reading** - This class cannot be successfully completed without reading the required textbook chapters. Please pay special attention to bolded headings, words in italics, bullets, marginal notes, illustrations, the chapter summary, and the list of key terms.

**Speaking** - Students will be given the opportunity to present (and support) their opinions on various topics related to the course material. PLEASE PARTICIPATE!!!

**Computer Literacy** - Students will be expected to utilize a word processing program, preferably Microsoft Word; will be able to send and receive communications by email; and will be able to navigate Desire2Learn (D2L) for course information (https://d2l.sfasu.edu).
**Critical Thinking Skills** - Understanding and functioning within the criminal justice system is not a matter of just learning facts. The ability to think critically is essential. Stories and scenarios presented in class will address this skill and essay questions on exams will assess this skill.

**Attendance and Preparation** You are beginning your criminal justice careers RIGHT HERE. You shall treat this class like a full time job. It is expected that you will regularly attend class, that you will refrain from being tardy, and that you will come to class prepared to discuss the scheduled topics. Attendance will be recorded by the taking of roll (via sign-in sheets) at some point during each class. Class attendance requirements for this course are in accordance with SFA’s Class Attendance and Excused Absences Policy in the 2019-2020 General Bulletin.

Student preparation will be graded through the administration of random quizzes. These quizzes will be based upon the chapters and assignment(s) in the syllabus previously covered. The quizzes may also cover information discussed in class. The quizzes will be given at various times of the class period, so be on time and do not miss class. **Makeups will only be at the discretion of the instructor.**

**PLEASE NOTE:** You are required to provide Scantron (Form 822-E) for each of the quizzes.

**Absences**

*Attendance in this class is critical!* Unexcused absences will affect your final grade according to the following schedule (no exceptions!): There are only 15 class sessions.

- 0-2 absences: 100 points earned (no penalty)
- 3-4 absences: 70 points earned
- 5 absences: 30 points earned
- 6 or more absences: Failure of the course

**Excused Absences**

Students sometimes have the misconception that excused absences in college are the same as they were in high school. Please understand that is not the case. Especially in criminal justice coursework, college attendance is regarded much like work attendance. The **only excused** absences are for three reasons: health-related (hospitalization ONLY); family emergencies (MUST be documented); and university-sponsored events (MUST be approved in advance). If you have a sore throat, bronchitis, a sprained ankle, etc., these will NOT be excused—even with a doctor’s note! I will be here when/if I am sick; I expect the same from you. (Remember, you are allowed to miss 2 classes without penalty, but I implore you to use those absences wisely—if you must use them at all!). If you arrive late, please enter quietly, and respectfully. If your tardiness persists, (2x or more) you will be asked to meet with me to discuss the issue.
You are REQUIRED to participate in class discussions. Class discussions are healthy and productive and expressing personal views is encouraged. Criminal justice classes will often cover and discuss sensitive and controversial subject matter. In that regard, all students must respect the views of others. I maintain the right to terminate any discussion that is becoming disruptive to the learning process.

Because you are an adult, I will not discuss your class business with your parents or guardians.

Examinations
A total of five examinations will be given during the semester (four section exams and a comprehensive final exam). The exams will cover only the material studied since the previous exam (except for the comprehensive final). The exams may have any combination of: an objective section (multiple choice and true/false) and a subjective section (short-answer and essay). Essay responses will be graded upon content, critical thinking skills, and grammar.

Bluebooks will not be required. Scantrons (Form 882 E) will be required, and they shall be provided by you. Laptops, cell phones and other devices are not permitted during exams, quizzes or other assignments, unless specifically allowed.

Please keep a supply of Scantrons with you at all times to be prepared for quizzes and exams.

Please keep in mind that material from the textbook may not cover all of the required information; a portion of any examination material may come from other sources as presented or discussed in class.

Quizzes will be based upon the text chapters, reading assignment(s) and ensuing class discussions.

Make-Up Work
Students with legitimate reason (see excused absences above), may make up missed work (exams, quizzes, assignments) only at the discretion of the instructor. This is not a “blank check” for make up work. All make up work requests will be considered based on the absence, the situation, the timeliness and the work to be made up. Date and time will be based upon the instructor’s schedule and convenience.

Grading
All assignments (Exams, Quizzes, Outside Reading assignments, etc) will be worth 100 points, in addition to Attendance. All grades will be totaled and divided by the total number of assignments to determine your grade.

For example:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>90</td>
</tr>
<tr>
<td>Exam 2</td>
<td>85</td>
</tr>
<tr>
<td>Exam 3</td>
<td>88</td>
</tr>
<tr>
<td>Exam 4</td>
<td>93</td>
</tr>
<tr>
<td>Final Exam</td>
<td>85</td>
</tr>
<tr>
<td>Outside Reading Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>90</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>88</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>819 / 9 assignments = 91 Semester Grade</td>
</tr>
</tbody>
</table>

The number of assignments will vary by the end of the semester depending on material covered, quizzes given, etc, but 7-10 assignments will be a fairly accurate number. No matter the number of assignments, determining your class average will simply be adding them all together and dividing the total sum number by the number of assignments.

Student grades will be earned according to the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

The first class day will be spent explaining the syllabus and beginning class discussion of Chapter 1 from the textbook.

This class can not be completed successfully by solely attending class days. You should know that for every 3 hours of in-class attendance and instruction per week, you should expect to spend approximately 3-6 hours outside of class on reading and work. Staying up to speed on the textbook reading is essential for this class.

**Extra Credit**

There is typically no extra credit offered; however, that is subject to change at my discretion if I feel an opportunity or subject matter arises that will justify an extra credit component.

**Tentative Class Schedule**

Please be advised that the following class schedule is a tentative schedule. We may spend more or less time on some topics than others. Guest speakers might take the place of text book/class discussion on certain topics and other relevant current events might supersede previously scheduled chapters, etc. This is only a guide and we will discuss the progress of this schedule weekly.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Jan 21</td>
<td>Part I (Foundations in CJ)</td>
<td>Ch 1</td>
<td>1</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Jan 28</td>
<td></td>
<td>Ch 2</td>
<td>2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Feb 4</td>
<td></td>
<td>Ch 3</td>
<td>3</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Feb 11</td>
<td></td>
<td>Ch 4</td>
<td>4</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Feb 18</td>
<td></td>
<td>Ch 5</td>
<td>5</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Feb 25</td>
<td>Part II (Policing)</td>
<td>Ch 6</td>
<td>6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mar 3</td>
<td></td>
<td>Ch 7</td>
<td>7</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mar 10</td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mar 17</td>
<td></td>
<td>Ch 8</td>
<td>8</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mar 24</td>
<td>Part III (Courts)</td>
<td>Ch 9</td>
<td>9</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Mar 31</td>
<td></td>
<td>Ch 10</td>
<td>10</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Apr 7</td>
<td></td>
<td>Ch 11</td>
<td>11</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Apr 14</td>
<td>Part IV (Corrections)</td>
<td>Ch 12/13</td>
<td>12</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Apr 21</td>
<td></td>
<td>Ch 14/15</td>
<td>13</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Apr 28</td>
<td></td>
<td>Dead Week</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>May 5</td>
<td></td>
<td>Finals</td>
<td>14</td>
</tr>
</tbody>
</table>
Course Presentation: Access to the textbook is required!


**Note regarding textbook:** You are required to have access to the textbook. While I highly recommend owning your own copy, I do not require that you own the book; sharing is always an option if you can make that work. The book is available from your campus bookstore, off-campus stores, and through Internet sources. There is also a copy of the book on reserve in the library for you to access at any time, although that might not be the latest edition.

This course will be more valuable to you if it is something more than a lecture class. Lively discussion of the material is much preferred. **Preparation before you come to class is necessary.** Staying ahead of the reading and being prepared for the next class day’s discussions will help you immensely. If you do the reading and come to class prepared for discussion every day you should have no problem with this class. If you do not, your grade will reflect that.

**Acceptable 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/ 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.

**Rules of the Classroom**

1. **No cell phone usage**… this includes texting. You will be asked to leave – so don’t do it.
2. The wearing of hats, caps, or other head wear is not acceptable in the classroom.
3. **Maturity** – Certain topics within this course may stir emotional reactions in some. So as not to distract others or derail the lecture, mature behavior is required. Please treat others with respect and courtesy. If you distract my class—or if you disrespect others’ opinions, feelings, or beliefs—you will be asked to leave.
4. When others are speaking, you are expected to listen and to be respectful of the person’s right to have an opinion that may differ from your own.
5. I do not “give” grades, I merely report them. You are in complete control of your final grade. Do NOT come to me at the end of the semester asking me to “give” you anything.
6. The tentative class schedule is a general guide. Coverage of the material may be accelerated, decelerated, rearranged, augmented, diminished, or otherwise modified when the professor believes such change would be to the benefit of the class.

7. This syllabus will act as the final word in the event of a discrepancy, error, or misunderstanding. Make sure you read and understand it completely—and make sure you keep a copy for reference during the semester.

SFASU Policy Statements

Academic Integrity
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/academic-integrity.pdf

Any occurrences of cheating or plagiarism will be dealt with according to University policy, provided to you in your student handbook. (A-9.1) Specifically, we will first meet together to discuss same in my office where you will be given the opportunity to explain your position. If it is determined that academic dishonesty has occurred, I will then make a decision as to the penalty therefore. Penalties may include reprimand or no credit for the assignment or exam, or re-submission of the paper, or make-up exam, or failure of the course. I will then refer the incident to the Chair of the Department and the Dean of the College. This Report of Academic Dishonesty form, along with supporting documentation shall be made a part of the student’s record and remains on file with the Dean’s office for at least four (4) years. A second or subsequent offense shall be referred to the Committee on Academic Integrity pursuant to policy.

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.
Policy:  http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
For additional information: http://www.sfasu.edu/disabilityservices/

**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.

Any other questions…please ask. Anything we can’t figure out together, I will find out for you, or we can find it in the General Bulletin.