EVANGEL UNIVERSITY

Syllabus
Introduction to Criminal Justice
CJST 241

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COURSE DESCRIPTION

I am pleased to welcome you to Introduction to Criminal Justice. This is an introductory course in the philosophical and historical background of the American criminal justice system and its primary components: law enforcement, courts, and corrections. Students will examine the organization, purpose, and functions of law enforcement and other agencies involved in the administration of criminal justice.

Please read the syllabus very carefully and if you have any questions feel free to call or contact me by e-mail.

I am looking forward to this course and to your participation in our class sessions.

TEXT


COURSE LEARNING OBJECTIVES

Upon successful completion of this course students should be able to:

1. Understand the basic components of the criminal justice system and how they are interrelated;
2. Know the definition of crime, different types of crimes, and the causes of crime;
3. Develop a basic knowledge of the beginning stages of the criminal justice process and the integral role of law enforcement;
4. Grasp a basic understanding of criminal law;
5. Comprehend the operation of the courts system including the courtroom work group, the various stages of the court process, and the progression of cases through the criminal justice system;
6. Understand the role of corrections in the criminal justice system and the various aspects of corrections such as jails, prisons, probation and parole, and community corrections;
7. Apply critical thinking skills to your understanding of the criminal justice system.

TEACHING STRATEGIES

The purpose of class sessions is to address concepts and issues that appear in the text in a manner that will enhance and expand students' understanding. This will be accomplished through a variety of teaching methods including lectures, in-class projects, discussion, and critical thinking opportunities. Please know that it is not possible to address every concept in class that will be included on an exam.

The following performance objectives are provided as a focus for learning in the Introduction to Criminal Justice course. By definition of an accelerated course, much of the learning course will occur outside of the classroom. The purpose of class sessions is as follows.

* Make practical application of the information students have learned during their preparation.
* Discuss and debate the material addressed in the text.
* Discuss and assimilate the completed assignments.
* Evaluate the criminal justice system with respect to Christian principles.

I am here to assist you in your educational experience. Your success in this course is of primary importance to me. Your success is based on your decision to work hard and my ability to raise you to a higher level of educational achievement.

Please know that my fundamental objective is for students to learn as much as possible about the criminal justice system and not merely to complete another course within the degree requirements.

If we all fulfill our roles, we will realize our objectives. Additionally, I am aware of the demands on adult learners and will make every attempt to accommodate and your learning of the material.

I once read “Pray like it depends on God and work like it depends on you.” If we all apply this concept to this course, we will have a great class.
LATE ASSIGNMENT POLICY

It is expected that college students submit assignments on time. In the event you choose to hand in an assignment after the class session in which it is due, ten points per day will be deducted from your score. Inasmuch as students should complete assignments in advance of submission, excuses such as computer printer problems will not be accepted as a reason for submitting an assignment late. A provable illness or severe personal situation may be an acceptable reason to submit an assignment late. If this occurs, students must contact the professor prior to the due date of the assignment.

WRITING ASSIGNMENT FORMAT

Assignments will be written according to the following requirements and will represent the student’s best work.

- Typed
- Double spaced
- 12-point font
- Standard margins
- Header will include only the student’s name and assignment title
- Pages stapled (if multiple pages)

CLASS ATTENDANCE

The purpose of attending class is to take advantage of learning opportunities, therefore, attendance is required. Attendance will be taken at every class session. According to degree completion policy, students cannot be absent for more than one class session.

EXAMS

There will be five weekly exams during the course valued at 100 points each. The course will closely follow the textbook. The text and class lectures will be the basis for testing. Each exam will consist of 50 objective questions and will be administered at the end of every class session. Students will record their responses on a Scantron form which requires the use of a pencil.

PLAGIARISM

Academic responsibility and integrity are crucial. Plagiarism is dishonest, unethical, and sinful. If plagiarism is discovered in this class, it will result in failure of the assignment and possible failure of the course. This includes self plagiarism which is using assignments or information previously used for assignments in other courses.
COURSE ASSIGNMENTS

There are several assignments to be completed by students in order to successfully complete the course. The following assignments are designed to promote learning and enhance **practical application** of the subject matter of this course.

There are two types of assignments.

1. Courtroom Assignment or Interview Assignment. (Choose one)
2. Critical Thinking Chapter Assignments

**Courtroom Assignment or Interview Assignment**

I am aware that some students have employment responsibilities that preclude them from preparing their assignments during day time hours. Therefore, I have provided two assignments from which students may **choose one** based on your schedule and availability.

**Option One**

Students will attend a minimum of two hours in **criminal** court while in session in a State court or Federal court.

Students will call the Greene County Circuit Court or the Federal District Court for the Western District of Missouri to find out when a trial is in progress and then attend at your convenience.

<table>
<thead>
<tr>
<th>Court</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Greene County Circuit Court</td>
<td>868-4000</td>
<td>1010 Booneville</td>
</tr>
<tr>
<td>Federal District Court</td>
<td>865-3869</td>
<td>222 N. John Q. Hammons</td>
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**The Purpose of This Assignment**

The purpose of this assignment is to allow students to make practical application of material learned in this course, apply critical thinking skills, and to personally experience a major facet of the criminal justice system in which all positions in the system are involved, the courts.

**Your Writing Assignment**

Students will write a one page paper describing what they observed and what they thought about the experience.
When it is Due

This assignment is due on the final day of class.

Value of this assignment

This assignment is valued at 40 points.

Option Two

Students will interview two practitioners in the criminal justice system. This may include a police officer, judge, probation/parole officer, corrections officer, etc. If necessary, I can be of assistance helping student locate criminal justice professionals to interview. The interview must be done in person and the interviewee must be someone with whom students do not have a personal relationship.

Suggested questions may include, but are not limited to the following.

- Describe your duties.
- Why did you decide to go into this line of work?
- What do you like most about your job?
- What do you like least about your job?
- What role does your job play in the overall criminal justice system?
- What frustrations do you experience in your job?

The Purpose of This Assignment

The purpose of this assignment is for students to learn about a criminal justice position first-hand from a current criminal justice practitioner.

Your Writing Assignment

Students will write a paper, no more than two pages in length, containing the information obtained during the interview.

When it is Due

This assignment is due on the final day of class.

Value of this assignment

This assignment is valued at 40 points.
**Critical Thinking Chapter Assignments**

Students will complete a brief critical thinking project for each chapter. I have included the assignments in the content of the syllabus below.

**Chapter 1**

Crime and justice are subjects that are frequently presented on television. Prime-time television shows, soap operas, music videos, and cartoons often portray images of crime and criminal justice. List two television shows that you have seen that depict the police, courts, and correctional components of the criminal justice system (two television shows for each component).

**How do these shows present each component? Are the images positive or negative? What stages of the process are depicted? Do you think these images are fair representations of criminal justice? Why or why not?**

**Chapter 2**

Visit the Prentice Hall Cybrary (http://www.cybrary.info) and use its search feature to find links to both the Uniform Crime Reports and the Sourcebook of Criminal Justice Statistics. Visit both sites in order to gather information about murder.

**How much information is available on these sites? What does it consist of? What are the similarities and the differences in the availability of information on the crime of murder between these two sites? Generally speaking, how do the two sites compare? Which one did you find more useful? Why?**

**Chapter 3**

When they occur, serial murders get more media attention than any other type of crime. Indeed, not only is serial murder a high-priority news topic, it is often the subject of movies and novels. Your assignment is to first locate at least four newspaper articles about serial murder. You could use any newspaper database to do this search. However, if you don’t have direct access to a specific newspaper database, then search the Web. After you have collected these articles, answer the following questions.

**Why is serial murder so intriguing to news and popular media organizations? How do your articles present serial murder? What theories of serial murder are discussed in these articles?**
Chapter 4

It would be helpful to refer to the text’s discussion of the insanity defense before tackling this activity.

The insanity defense is one of the more controversial and complex defenses available to defendants. It is controversial because the public thinks that defendants are excused from punishment when found not guilty as the result of this defense. The complexity lies in the link it makes between the medical and legal professions.

Consider the legal implications of the following case: Tom Smith had recently escaped from a mental hospital when he was picked up by a concerned motorist. At a highway rest area, Tom killed the motorist by strangulation. He was charged with murder. On two prior occasions, Tom had been found not guilty by reason of insanity.

The medical implications are as follows: Tom has the IQ of about a 10-year-old child. He has a 30-year history of mental illness, dating back to his return from the Vietnam War. Tom suffers from posttraumatic stress disorder and is unable to recover from the horrors he experienced in war. He is delusional and strangled the motorist because the motorist listened to Grateful Dead rock music, which caused Tom to think he was the Antichrist.

The prosecution had no trouble establishing the elements of the crime. The defense attorneys used an insanity defense (irresistible-impulse test), claiming that Tom belongs in a mental hospital, not a maximum-security prison.

If you were the judge in this case, what would you decide? Should Tom be punished as a criminal or treated as a person with a mental illness? Be sure to explain your answer.

Chapter 5

Visit the websites of three different law enforcement agencies: one federal, one state, and one local.

Summarize the characteristics of the different agencies. Describe the amount and type of information posted on the World Wide Web for each type of department.

Chapter 6

The text describes individual police officer discretion as an important aspect of policing but also notes the dangers of having limited oversight of officers in most situations. Below are a number of examples in which police officers have to
exercise discretion; this is not uncommon in police work.

After each example, discuss how you, as a police officer, would respond to the situation. Be certain to justify your response with an explanation.

1. You are dispatched to a low-income apartment complex. A man (his name is Arnold), who is homeless and addicted to crack, refuses to leave the entrance area to the building. He allows those living in the building to enter and does not bother most of them; however, a tenant has called to complain and would like him removed. It is midwinter and the temperature is below freezing. As the responding officer, how would you use your discretion to respond to this situation? Why?

2. While on random preventive patrol in a high-crime neighborhood, you notice two young children (you think they are about eight or nine years old) hanging around outside a drugstore. When you approach them, they start acting very nervous (it is about eight o’clock at night). As you talk to them, a third kid, same age, comes out of the store followed by the cashier, who tells you that he has just tried to steal three candy bars. How would you respond to this situation? Justify your action.

3. While randomly patrolling a neighborhood, you observe a vehicle run a red light. While in pursuit, you also notice that the person is driving in a haphazard manner. After the person stops his vehicle, you discover that he is drunk. The person driving the car, however, is also your favorite uncle. How would you respond to this situation? How does your response differ from your responses to the previous two situations?

4. Your department has received a call from a citizen complaining that his next-door neighbors have been fighting for the last two hours (it is 3:30 A.M.). When you knock on the door and announce that you are the police, the fighting abruptly stops. A male, about 24 years old, opens the door, apologizes for the disturbance, and promises that they will be quiet. However, he will not allow you into the home to talk with the person he was fighting with. How would you resolve this situation?

Chapter 7

Recall from the discussion in Chapter 1 that justice requires a fair balance between individual and community interests. The Supreme Court’s interpretation of the Fourth Amendment provides an effective illustration of the difficulties in finding a fair balance. A public-order advocate might argue that the exclusionary rule has handcuffed the abilities of the police to effectively protect the community. An individual-rights advocate, on the other hand, might argue that such changes have resulted in positive reform of the police and such rights need to be expanded.
What is your opinion? If the President appointed you to the Supreme Court, would you be willing to overturn Mapp v. Ohio and eliminate the exclusionary rule? Why or why not?

Chapter 8

For this activity, first read the short research report on police use of deadly force posted at Library Extra 8–6 at the end of the chapter. This report presents findings from a study on the use of force by and against Phoenix police officers.

After reading the report, summarize the findings in the space provided below. In your synopsis, be sure to answer the following questions: How often do the police use force? How often do suspects use force against the police? What type of force is used in arrest situations? What factors predict police use of force?

Chapter 9

Ethical issues for the courtroom work group: Put yourself in the place of each courtroom work group participant listed below and explain how you would handle each ethical dilemma. Be sure to use information you learned in the text.

THE PROSECUTOR

1. While preparing the case against an accused arson defendant, you discover a witness who provides an alibi for the defendant. Do you tell the defense attorney about your discovery? Would it make any difference if the defendant were involved in organized crime? What if the defendant were charged with murder and arson?

2. After you have successfully prosecuted a rapist, you uncover evidence that indicates that the victim in the case created the story to avenge a love affair that went sour. What do you do? What would you do if you knew that the suspect was charged with rape on two other occasions but was not convicted due to legal technicalities?

THE DEFENSE ATTORNEY

1. You are asked to represent a defendant who cannot afford to pay your full fee at the present time. Should you work out an arrangement so that your client pays you a $1,000 retainer now and pays the rest of the fee if and when she is acquitted (recognizing that conviction would result in incarceration and no real opportunity to earn the money for your fee)?

2. Your client informs you that she did in fact murder her mom. Should you inform the court of this information? Possessing such knowledge, should you allow your client to take the stand and deny her guilt?
THE JUDGE

1. At arraignment, you ask a defendant if he has yet obtained counsel. He replies that he wants to defend himself. He has a fifth-grade education and works as a day laborer for a local construction firm. He is charged with armed robbery and faces ten years in prison. Should you let him defend himself?

2. You are assigned to preside over a jury trial in a gruesome homicide case that has been widely publicized in the area. Although the defense does not request it, should you order a change of venue?

Chapter 10

Go to the Court TV website at http://www.courttv.com. This website provides a discussion of many current and famous cases that have received publicity across the country. Choose one of the cases presented on the website, and read the facts of the case.

Write an opening statement for the prosecutor and an opening statement for the defense attorney. Be sure to use the facts of the case in your statement.

Chapter 11

What sentence would you give each of the following defendants? What factors would be most important to you? What other types of information would you want to know to make a more informed sentencing decision?

1. Miss Colby, a 32-year-old single mother, was convicted of reckless driving. On January 23, she was driving while intoxicated along State Street and hit a parked fire truck. The fire department was responding to an emergency medical call, attempting to transport an elderly man who had suffered a heart attack to the hospital. Because of the accident, the man could not be transported until another transport vehicle arrived. Colby was originally charged with driving while intoxicated, but the prosecutor allowed her to plead guilty to reckless driving.

2. Daniel Driver, 35 years old, was convicted on felony child molestation charges. He was on parole for similar charges at the time of the current offense. Driver is divorced, works as a computer consultant for an electronics firm, and has been described as an “active churchgoer.”

3. Maria Campo, 40, pleaded guilty to two counts of passing bad checks. Campo had been purchasing new furniture for her apartment, paying with checks for which she had no funds. She has two previous convictions for forgery.

4. Thomas “Ziggy” Petruzelli, 16, was convicted on involuntary manslaughter charges. The fight that led to the stabbing happened on July 4 outside a
convenience store. Ziggy was standing outside the store asking adults to buy him a pack of cigarettes—something he could not do as a minor. Bruce Pearl, 33, agreed to buy the cigarettes, but when Pearl came back outside the store, the two began arguing. Ultimately, Ziggy’s father got involved, intervening with a two-by-four. His father is currently awaiting trial on an assault with a deadly weapon charge.

Chapter 12

According to the Bureau of Justice Statistics study discussed at the beginning of Chapter 12, 5% of murderers and 21% of sexual offenders are sentenced to probation.

Do you think that murderers and sexual offenders should be sentenced to probation? Why or why not? What factors contribute to courts relying on probation for these types of offenders? Are there any offenses for which you would exclude probation as a sentencing option? Explain your answer.

Chapter 13

Consider the following case. Michael Faye was an 18-year-old American living with his parents in Singapore when he was arrested for spray-painting cars during ten days of vandalism. He confessed to these crimes but later said that his confession was coerced by police officials who severely beat him. He was convicted and sentenced to four strokes with a rattan cane—a punishment in which the prisoner is flogged, tearing open the skin and producing permanent scars.

Was his punishment a violation of Michael Faye’s rights? Remember that his crime took place in Singapore, a legal system that balances individual and community rights very differently from our own. Indeed, more than 1,000 prisoners are caned per year in Singapore. Do you think we should use similar types of punishment in the United States? Would you recommend the use of any of the other early punishments described in Chapter 13? Why?

Chapter 14

Your text outlines in great detail the adaptation process that inmates go through when entering a prison setting and describes the prisonization process.

How are these adaptations similar to and different from the adaptations that students have to make at a college campus? What subcultures exist on your campus? Is there an argot unique to college campuses?
The Purpose of These Assignments

The purpose of these assignments is to make practical application and utilize critical thinking skills in light of the material learned throughout the course.

Your Writing Assignment

Student’s responses to the chapter projects will consist of no more than one page for each assignment.

When it is Due

The chapter assignments are due on the day of the exam for the corresponding chapters.

Value of this assignment

Each chapter assignment is valued at 20 points.

EVALUATION AND ASSESSMENT

Please know that grades are a reward for achievement and performance and not a reward for effort.

Exams (100 points each) 500
Chapter Critical Thinking Assignments (20 points each) 280
Courtroom or Professional Interview Assignment 40

820

Week 1 - To be completed prior to and submitted on the first week of class.

Read Chapters 1, 2, and 3 in Criminal Justice Today.
Prepare for exam.
Prepare Critical Thinking Chapter Projects for chapters 1, 2, and 3.
Work on either the courtroom or interview assignment.

Week 2 - To be completed prior to and submitted on the second week of class.

Read Chapters 4, 5, and 6 in Criminal Justice Today.
Prepare for exam.
Prepare Critical Thinking Chapter Projects for chapters 4, 5, and 6.
Work on either the courtroom or interview assignment.

**Week 3 - To be completed prior to and submitted on the third week of class.**

Read Chapters 7, 8, and 9 in *Criminal Justice Today*.
Prepare for exam.
Prepare Critical Thinking Chapter Projects for chapters 7, 8, and 9.
Work on either the courtroom or interview assignment.

**Week 4 - To be completed prior to and submitted on the fourth week of class.**

Read Chapters 10, 11, and 12 in *Criminal Justice Today*.
Prepare for exam.
Prepare Critical Thinking Chapter Projects for chapters 10, 11, and 12.
Work on either the courtroom or interview assignment.

**Week 5 - To be completed prior to and submitted on the fifth week of class.**

Read Chapters 13 and 14 in *Criminal Justice Today*.
Prepare for exam.
Prepare Critical Thinking Chapter Projects for chapters 13 and 14.
Courtroom or interview assignment is due.