

# MIDDLESEX Community College

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## Strategies for Success COURSE GUIDE

### Introduction to Criminal Justice



achievement • persistence • retention • engagement

## **Title III Strengthening Institutions Project**

### **Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement**

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The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

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## Introduction

*CRJ 111: Introduction to Criminal Justice* surveys the contemporary criminal justice system and explores the history, development and role of the criminal justice system with emphasis on major systems of social control: the police, courts and corrections. This course is open to students in other academic programs. Prerequisite(s) are placement above or successful completion of ENG 060 and placement into ENG 101.

As a part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, this course has been redesigned to incorporate the following College Student Success Skills (CSSS): Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment. The course materials and activities focus on helping students to develop these key skills which have been linked to success in college classrooms. The purpose of the grant is to help students apply these skills as they learn the course content.

This guide is divided into the following sections:

Lesson Plans – These provide the instructor with learning objectives linked to a specific instructional strategy and an assessment method.

Police Scenarios - These assignments require that students apply the knowledge they have acquired about proper police procedures.

Court Scenarios – These assignments require that students apply the knowledge they have acquired about common court practices at the state and federal level.

Projects – These are assignments intended to promote student awareness of careers in Criminal Justice.

Sample Syllabus – These provide instructors with models for creating their own course syllabi.

If you have any questions, feel free to contact members of the CRJ 111 Curriculum Redesign Team.

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## Lesson Plan: Constitutional Rights

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Explain who has rights under the U.S. Constitution

**Core Student Success Skills Addressed:** Critical Thinking

**Context in the Course:** The role that legal rights play in the administration of criminal justice.

**Materials Needed:** Handout: Constitutional Rights and Questions

**Instructions:**

1. Have a discussion with the students about the sources of our legal rights.
2. Students often believe that the U.S. Constitution gives us our rights. However, our government was founded upon a belief of natural rights that we are born with. The Constitution protected these natural rights from unreasonable government intrusion.
3. Explain that the 14<sup>th</sup> Amendment was enacted shortly after the Civil War, in part to make states provide constitutional rights to former slaves.
4. Point out that the 14<sup>th</sup> Amendment draws distinctions between citizens and persons.
5. There are five sections in the 14<sup>th</sup> Amendment; this exercise focuses on the first one.

**Assessment:**

These questions can be incorporated into a classroom activity or as a brief quiz.

## Handout: Constitutional Rights

### (Note to Instructor: Answers are in boldface)

14th Amendment of the U.S. Constitution, Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Review section 1 of the 14<sup>th</sup> Amendment above, then answer the following three questions.

1. Ignacio's parents were born in Mexico and live there today. Ignacio was born in Phoenix, Arizona while his mother was attending Arizona State University. Ignacio now lives in Los Angeles, California. Is Ignacio a U.S. citizen? Why or why not? **Yes, as he was born in the U.S. and is currently subject to its jurisdiction.**
2. Ignacio's brother, Javier, who was born in Mexico and lives there today, is arrested for operating under the influence while on vacation in San Diego, California. Does the State of California have to give him the same rights in a criminal proceeding that it gives its own citizens? Why or why not? **Yes, because he is currently within California's jurisdiction and is subject to equal protection of the laws.**
3. Ignacio's father, Humberto, who lives in Mexico, owns 500 acres of land in western Colorado. The State of Colorado wants to take Humberto's land by eminent domain to build a dam on the Colorado River and create a reservoir. Because Humberto is not a U.S. citizen, the State of Colorado claims that it does not have to pay Humberto the current market price for the land, as it would if he were a U.S. citizen. Humberto disagrees. Who is right? Why? **Humberto is correct, as he cannot be deprived of property without due process of law, nor can he be denied equal protection of the laws.**

## Lesson Plan: The Role of Discretion in Policing

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Explain the concept of discretion
- Understand why patrol officers are allowed discretionary powers
- Apply the concept of discretion in a scenario

**Core Student Success Skills Addressed:**

- Critical Thinking
- Collaboration
- Communication

Context in the Course: (NOTE: Some assignments require prior knowledge provided by an earlier assignment. If this is the case, please make note of that in case the instructor uses this lesson plan out of sequence.) Mid-Semester: In chapter one, students are introduced to the concept of discretion in the Criminal Justice System.

**Materials Needed:**

- Textbook: Gaines Larry K. and Miller Roger LeRoy, CJ 2, Cengage Learning, 2013 Ch. 1 pages (14-15) Ch. 5 pages (95-97)
- Scenario handout

**Instructions:**

1. Assign students to read the above materials for homework. Additionally, students will be given the same scenario in which a law enforcement officer would be called upon to use his/her discretion. The scenario would be based on the scenario given in the text Ch. 5 entitled, "You Be The Judge-Duty Bound" or a number of other available police discretion scenarios. Students will prepare a one page written assignment based on the scenario explaining how they would respond and the reasons that influenced their responses.
2. At the start of the next class there will be a 10 question quiz (multiple choice/true-false) and a short lecture on the assigned reading.
3. Divide the class into teams. Since no textbooks will be used, each team member will use their written homework to contribute to their team's discussion.
4. Each team will be asked to discuss the scenario based on the assigned reading, scenario handout, and each member's contribution from the homework assignment. Each team will prepare a master sheet containing 2 different responses to the scenario and the reasons for those responses.



5. The professor monitors each team to ensure that each student contributes to their team's responses.
6. Teams will select a representative to list their two different responses on the blackboard simultaneously to compare and contrast their responses to the other teams. When this is done, a general class discussion on the topic will begin.
7. Each team will be required to submit their master sheet along with the each team member's individual written homework.

**Assessment:** Students will be assessed based on:

- 10 question quiz-10 points each
- Written content of their team's work containing two different responses and the reasons why. This will be assessed using a rubric for group work-16 points total.
- Written homework explaining how they would respond to the scenario and their reasons for that response. This will be assessed using the MCC written communication rubric-16 points total.

## Lesson Plan: Does everyone have the capability to make a rational decision?

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Understand and describe the principles of classical criminology and rational choice theory
- Describe how rational choice theory does not explain all types of criminal behavior
- Critically analyze fear of punishment and rational choice theory

**Core Student Success Skills Addressed:** Critical Thinking, Communication

### Context in the Course:

- This activity introduces students to the principles of rational choice theory, and how it explains criminal behavior
- This activity examines whether fear of punishment can have a deterrent effect on criminal behavior
- This activity should be assigned prior to lesson plan “Understanding Causes of Criminal Behavior”

### Materials Needed:

Textbook – Gaines & Miller, CJ 2. Wadsworth, Cengage Learning  
Chapter 2 – pages 23-25

Video: Girls Behaving Badly: Violent Girls. ABC News Video on DVD. Introduction to Criminal Justice Volume II.

### Instructions:

1. Assign students to read material above for homework
2. During next class show video above. If video above is not available, show a video of repeat offenders available on the Middlesex Community College library on **videos on demand**.
3. Lecture on principles of classical criminology and rational choice theory
4. Have a class discussion on why individuals continue to engage in the same behavior they have been punished for in the past
5. Have a class discussion on whether the girls in the video:
  - a. Understand punishment
  - b. Have not “learned” their lesson
  - c. Are making a rational decision prior to engaging in criminal behavior
6. Continue class discussion with “How rational choice theory does not apply to everyone”

**Assessment:** For homework: Ask students to reflect on rational choice theory and fear of punishment. Also have them write two paragraphs on how punishment is not the only option for crime prevention. Tell them to provide examples.

## Lesson Plan: Understanding Causes of Criminal Behavior

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify major groups of criminological theories- Classical, biological, psychological and sociological
- List the principles of each of the theories mentioned above

**Core Student Success Skills Addressed:**

- Critical Thinking
- Communication
- Collaboration

**Context in the Course:**

This activity introduces students to different theories of crime causation. This activity should be given after students have read chapter 1, and discussed crime control and due process.

**Materials Needed:**

Textbook – Gaines & Miller, CJ 2. Wadsworth, Cengage Learning Chapter 2 – pages 24-34

**Instructions:**

1. This relates to material in chapter 2. Assign students to read materials above for homework – provide students with a reading outline so they can take notes
2. At the start of the next class, divide students into four groups; Classical, Biological, Psychological and Sociological
3. Students are allowed to use their reading outline (only) during group work
4. Each group will be asked to:
  - a. Define their assigned theory and describe how the specific theory explains criminal behavior
  - b. Create a list of principles
  - c. Provide examples (create scenarios of criminal behavior)
5. Groups will then take turns presenting their theory to the class.
6. The instructor should monitor the presentation and make clarifications.
7. Open discussion at the end of class on the different causes of criminal behavior

**Assessment:**

1. Groups are expected to submit a write-up about their theory for grading
2. Each student is expected to submit their completed reading outline for grading

## Lesson Plan: Crime Rate in the United States

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Describe the crime rate in the United States
- Identify reliable sources for gathering crime rate information
- Explore factors that contribute to the change in crime rate

**College Student Success Skills Addressed:**

- Critical Thinking
- Communication
- Collaboration

**Context in the Course:**

This activity introduces students to how the crime rate in the United States is measured. This activity examines factors that contribute to the change in crime rate.

**Materials Needed:**

Textbook – Gaines & Miller, *CJ 2*. Wadsworth, Cengage Learning

Chapter 3 – pages 47-50

Crime data table - Use data from current year.

- Using the websites below, print copies of the crime table showing the years, population, crime, and crime rate. (It is recommended that 5 different crimes be used)
- Instructor can use crime data from UCR or NIBRS

National Archive of Criminal Justice Data (<http://www.icpsr.umich.edu/icpsrweb/NACJD/NIBRS/>)

FBI Uniform Crime Reports (<http://www.fbi.gov/about-us/cjis/ucr/ucr>)

**Instructions:** (This assignment is done in conjunction with Chapter 3)

1. Assign students to read material above for homework.
2. During next class divide students into five separate groups.
3. Assign each group one of five crime data tables printed from the website above.
4. Each group will be asked to examine the year and crime rate on the table.
5. Each group will be asked to develop a line graph reflecting their findings from the crime data table.

6. Each group will present the crime rate for their assigned type of crime to the class. Groups are required to draw their line graph on the board, and discuss the pattern.
7. At the end of class, there will be five line graphs on the board representing the crime rate for five different crimes.
8. Discuss the factors that could be contributing to the change in crime rate seen in the board.
9. Have a class discussion about their reading, and methods for measuring crime.
10. Discuss the benefits of measuring crime and any flaws with the methods.

**Assessment:** For homework:

- a. Ask students to describe the importance and benefits of understanding the crime rate
- b. Describe the current crime rate in the United States

## Lesson Plan: Probable Cause and Arrest

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Understand the 4<sup>th</sup> Amendment and how it is linked to the concepts of reasonableness and probable cause
- Outline the four major sources that may provide probable cause
- List the four elements that must be present for an arrest to take place
- Apply the concept of probable cause and arrest in a crime scenario

**College Student Success Skills Addressed:**

- Critical Thinking
- Collaboration
- Communication

**Context in the Course:** (NOTE: Some assignments require prior knowledge provided by an earlier assignment. If this is the case, please make note of that in case the instructor uses this lesson plan out of sequence.) *Mid-Semester* In chapter four, students are introduced to the Bill of Rights and the 4th Amendment. The basis of search or arrest warrants (must be issued with good reason or probable cause) is discussed in this chapter.

**Materials Needed:**

Textbook: Gaines Larry K. and Miller Roger LeRoy, CJ 2, Cengage Learning, 2013 Ch. 4 page (77) Ch. 7 pages (120-122, 125-126) A scenario handout can be issued.

**Instructions:**

1. Assign students to read the above materials for homework. Additionally, students will be given the same scenario in which a crime occurs, police are notified, and an arrest is made. Students will prepare a one page written assignment based on the scenario and will outline and define the four (4) sources of probable cause in the scenario and explain why it is a source of probable cause. Additionally, students will outline and define the four (4) elements of an arrest.
2. At the start of the next class there will be a 10 question quiz (multiple choice/true-false) and a short lecture on the assigned reading.
3. Divide the class into teams. Since no textbooks will be used, each team member will use their written homework to contribute to their team's discussion.
4. Each team will be asked to discuss the scenario based on the assigned reading, scenario handout, and each member's contribution from the homework assignment. Each team will prepare a master sheet containing two (2) sources of probable cause in the scenario and will explain the elements of the arrest.
5. The professor monitors each team to ensure that each student contributes to their team's responses.

6. Teams will select a representative to list their responses on the blackboard simultaneously to compare and contrast their responses to the other teams. When this is done, a general class discussion on the topic will begin.
7. Each team will be required to submit their master sheet along with the each team member's individual written homework.

**Assessment:** Students will be assessed based on:

- 10 question quiz-10 points each
- Written content of their team's work containing two (2) sources of probable cause that apply to the scenario and the elements of an arrest. This will be assessed using a rubric for group work-16 points total.
- Written homework explaining the four (4) sources of probable cause and the four (4) elements of arrest in the scenario. This will be assessed using the MCC written communication rubric-16 points total. The option would be to give a point for each source of probable cause listed along with a point for each element of an arrest.

## Lesson Plan: Criminal Jurisdiction of Trial Courts in Massachusetts

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify the appropriate court for different types of criminal proceedings.

**College Student Success Skills Addressed:** Critical Thinking

**Context in the Course:**

Students have learned that criminal justice agencies have their responsibilities assigned based on the type of crime (federal/state, felony/misdemeanor) and the geographic location of the offense. This activity asks them to apply this knowledge to three crimes.

**Materials Needed:** Internet access

**Instructions:**

1. Introduce the concepts of subject matter and geographic jurisdiction.
2. Subject matter jurisdiction: for criminal cases involving adults in Massachusetts, the case will be tried either in District Court (misdemeanors and felonies punishable by up to five years in prison) or Superior Court (general jurisdiction of all crimes; exclusive jurisdiction of felonies punishable by more than five years in prison).
3. Geographic jurisdiction: although Massachusetts no longer conducts governmental functions at the county level, reference to the Commonwealth's 14 counties is still made when determining geographic jurisdiction for state courts. The Middlesex Superior Court currently sits in both Lowell and Woburn. (Woburn is the temporary location of the Cambridge Superior Court.)

State District Court jurisdiction in Middlesex County is divided among District Courts in Ayer, Cambridge (temporarily in Medford), Concord, Framingham, Lowell, Malden, Marlborough, Somerville, Waltham and Woburn.

**Assessment:**

For each question, there are clearly correct answers, as indicated. Students should first identify the proper subject matter jurisdiction of the courts: either District or Superior. They should then determine which court has geographic jurisdiction, using the Internet sites provided in the handout. These questions can be incorporated into a classroom activity or as a brief quiz.



## Handout: Criminal Jurisdiction of Trial Courts in Massachusetts

Review the following websites to identify subject matter and geographic jurisdiction in Massachusetts.

### Subject Matter Jurisdiction:

<http://www.mass.gov/courts/courtsandjudges/courts/districtcourt/jurisdiction.html>

<http://www.mass.gov/courts/courtsandjudges/courts/superiorcourt/index.html#Jurisdiction>

### Geographic Jurisdiction:

<http://www.mass.gov/courts/courtsandjudges/courts/lowelldistrictmain.html>

<http://www.mass.gov/courts/courtsandjudges/courts/concorddistrictmain.html>

<http://www.mass.gov/courts/courtsandjudges/courts/middsupmain.html>

Use the links above to answer the three questions below, identifying the correct type of court (Superior or District) and its geographic location.

1. Jane is charged with a felony punishable by up to ten years in prison committed in Chelmsford. In which court will she be tried? **Middlesex Superior Court in either Lowell or Woburn**
2. Stanley is charged with a misdemeanor committed in Billerica. In which court will he be tried?  
**Lowell District Court**
3. Reggie is charged with a felony punishable by up to five year in prison committed in Bedford. In which court will he be tried? **Concord District Court**

## Lesson Plan: Criminal Law

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Describe the basic elements of all crimes
- Identify some of the defenses to crimes
- Identify some of the major categories of crime

**Core Student Success Skills Addressed:** Critical Thinking

**Materials Needed:**

Chapter 4 of Gaines and Miller, *CJ2* and the Criminal Law handout.

**Instructions:**

1. Have students read Chapter 4 “Inside Criminal Law” of Gaines and Miller *CJ2* and the Criminal Law handout.
2. Explain that each state has its own criminal statutes, often using different terminology, allowing or prohibiting different types of conduct, and providing varying punishments.
3. Stress that criminal statutes use an elemental approach. Each criminal statute identifies which elements must be proven to constitute a particular crime. Given a fact pattern, an element of a particular statute may be missing, but another statute may still apply. Students often have an “all or nothing” attitude—if an element is missing in a fact pattern, they often think that a crime hasn’t occurred. They may need to be reminded that another criminal statute may still apply. For example, a simple assault and battery may involve slapping someone with one’s hand. An aggravated assault and battery may involve the use of a dangerous weapon such as a baseball bat. If there is an assault and battery that does not involve the use of a dangerous weapon, it is still assault and battery, but it is not aggravated assault and battery.

**Assessment:**

These questions can be incorporated into a classroom activity or as a brief quiz.

**Questions for Students:**

1. Are all crimes intentional?
2. Can a criminal act include not doing something?
3. A criminal defense claims that one or more elements of a crime are missing. If a defendant claims that s/he has an alibi—that s/he was not near the scene of the crime when it was committed—which of the four basic elements is the defendant challenging?
4. A robbery involves threatening or using force against somebody to deprive them of property. Is this a property crime? A crime against the person? Or both?

## Handout: Criminal Law

### Elements of Crime

There are four basic elements of a crime: act, state of mind, causation, and harm. The prosecutor must prove each of these elements beyond a reasonable doubt.

#### Act

- Commission—doing something that is prohibited by law, like assaulting someone or
- Omission—not doing something required by law, like paying income taxes

#### State of mind

- Specific intent—the prosecutor must prove that the defendant intended the result. For example, in a murder case, the prosecutor must prove that the defendant intended to kill the victim.
- General intent—the prosecutor must prove that the defendant intended the act. For example, in an assault case, the prosecutor must prove that the defendant intended to punch the victim.
- Recklessness—this is an unintentional state of mind by which the prosecutor must prove that the defendant knew of a risk of harm but failed to guard against it. For example, the prosecutor must prove that the defendant knew that he had been drinking and could hurt somebody when driving, but drove anyway.
- Negligence—this is an unintentional state of mind by which the prosecutor must prove that the defendant should have known of the risk if acting as a reasonable person is legally supposed to. For example, the prosecutor must prove that the defendant should have known that he was driving without his lights on when another car ran into him in the dark.
- Strict liability—for some crimes, the prosecutor must only prove the other elements of the crime, as there is no state of mind requirement. For example, statutory rape holds the defendant liable for sex with an underage person regardless if the defendant knew of the victim's age or not.

#### Causation

The prosecutor must prove that the defendant's act caused the harm. For example, the defendant shot the victim in 2012 but the victim didn't die until 2014—the prosecutor would have to present evidence that the defendant's act was the cause of the victim's death two years later.

#### Harm

This doesn't mean that people were hurt or that property was damaged or stolen. It simply means that a law was violated. For example, a driver is convicted for driving to endanger because it can be proven that he was driving at 140 mph, even though no other motorist was hurt.

### Defenses to Crime

The defendant may, but is not required to present a defense at a criminal trial that one of the elements of a crime is missing. When introducing a defense, the defendant does not need to prove its defense beyond a reasonable doubt. Instead, the defendant is attempting to create a reasonable doubt in the prosecutor's case against the defendant. The list of defenses grows over time. Examples of only a few defenses follow.

### Self-Defense

A defendant charged with assaulting an alleged victim may claim that they did so because they reasonably believed that the alleged victim was threatening harm to the defendant. For example, the defendant may claim that the alleged victim threw a punch at the defendant and the defendant responded by punching the alleged victim.

### Insanity

This defense is mentioned only because of the common misperception of how often the insanity defense is used and how effective it is. In reality, it is used as a defense in less than one percent of cases, and is effective in less than ten percent of the cases in which it is used. This defense states that because of a mental defect or disease, the defendant did not know right from wrong or could not conform his behavior to the law.

### Consent

Here the defendant claims that a reasonable person would have thought that s/he had the alleged victim's consent. This is a common defense in acquaintance rape (date rape) cases. The defendant does not deny that they had sex with the victim; the defendant claims that s/he reasonably thought the victim consented to sex.

## **Categories of Crime**

### Property Crimes

These are among the most common crimes. They include larceny, arson, and vandalism.

### Crimes against the Person

These involve some actual or threatened physical harm or physical invasion to the victim. They include murder, assault, and rape.

### Substance Abuse Crimes

These both include the selling or possessing of illegal substances such as controlled drugs or underage possession of alcohol.

### Crimes against Good Order

These include breaches of the peace, public indecency, and obscenity.

### Crimes against the Government

These include perjury, terrorism, and public bribery.

## Lesson Plan: Law Enforcement Agencies - Understanding the various types and their functions

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Describe the types of law enforcement agencies in the U.S.
- Understand the role and responsibilities of these agencies
- Discuss the concept of federalism and how it applies to these agencies

**Core Student Success Skills Addressed:**

- Communication
- Collaboration
- Critical Thinking

**Context in the Course:** (NOTE: Some assignments require prior knowledge provided by an earlier assignment. If this is the case, please make note of that in case the instructor uses this lesson plan out of sequence.) **Mid-semester:** A basic overview of the levels of law enforcement and responsibilities was covered in chapter 1 along with the concept of Federalism.

**Materials Needed:**

Textbook: Gaines Larry K. and Miller Roger LeRoy, CJ 2 Cengage Learning, 2013, Ch. 1 pages 10-12, Ch.5 pages 84-93

**Instructions:**

1. Assign students to read the above materials for homework. Additionally, students will be required to prepare a two (2) page written assignment based on the above reading, identifying the various types (local, state, federal) of law enforcement agencies and the connection to the concept of Federalism. The summary will also include the basic responsibility of each agency and two specific functions of their choice from the reading.
2. At the start of the next class there will be a 10 question multiple choice/true false quiz and short lecture on the assigned reading.
3. Divide the class into teams. Since no textbooks will be used, each team member will use their written summary to contribute to their team's discussion.
4. Each team will be asked to discuss and list the types of law enforcement agencies along with their basic responsibility and functions and will create a master team sheet of their responses. Included in the responses will be a connection to the concept of federalism.
5. The professor monitors each team to ensure that each student contributes to their team's responses.

6. Teams will select a representative to list their examples on the blackboard simultaneously to compare and contrast their lists along with the connection to federalism. When this is done, a general class discussion on the topic can begin.
7. Each team will be required to submit their master sheet along with the each team member's individual written homework

**Assessment:**

Students will be assessed based on:

- 10 question quiz-10 points each
- Content of their team's written list including the connection to the concept of federalism
- Content of their individual written summary which should contain the following: the various types of law enforcement agencies, their basic responsibilities, two specific functions/tasks of each agency and the connection to the concept of federalism.
- The team work will be assessed by a rubric for group work-16 points total
- The assessment for the written summary will be based on the MCC written communication rubric-16 points total

## Lesson Plan: Responsibilities of the Police

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Understand the four basic responsibilities of the police
- Illustrate examples of the responsibilities
- Explain and discuss the issues associated with each responsibility

**Core Student Success Skills Addressed:** Critical Thinking

**Context in the Course:** (NOTE: Some assignments require prior knowledge provided by an earlier assignment. If this is the case, please make note of that in case the instructor uses this lesson plan out of sequence.)

### Mid-semester

Students have been exposed to a brief overview of the modern challenges to police in chapter 1. Several of the basic responsibilities are connected to these challenges.

### Materials Needed:

Textbook: Gaines Larry K. and Miller Roger LeRoy, *CJ 2* Cengage Learning, 2013 Ch. 5 pages (82-85).

### Instructions:

1. Assign students to read the above materials for homework. Additionally, students will prepare a two-page written assignment explaining the four responsibilities of the police along with two issues associated with each responsibility. Students are to choose which responsibility is most important, and give reasons for that decision.
2. At the start of the next class there will be a 10-question quiz (multiple choice/true-false) and lecture on the assigned reading.
3. Divide the class into teams. Since no textbooks will be used, each team member will use their written homework to contribute to their team's discussion.
4. Each team will be asked to discuss the responsibilities of the police based on the assigned reading and each member's contribution from the homework assignment, but must come up with a consensus in each team as to what they think is the most important responsibility along with their reasons for making that decision. Each team will prepare a master sheet explaining the police responsibility they felt was most important along with the reasons why.
5. The professor monitors each team to ensure that each student contributes to their team's responses.
6. Teams will select a representative to list their examples on the blackboard simultaneously to compare and contrast their lists. When this is done, a general class discussion on the topic will begin.

7. Each team will be required to submit their master sheet along with the each team member's individual written homework.

**Assessment:** Students will be assessed based on:

- 10 question quiz-10 points each
- Written content of their team's work containing an explanation of one responsibility of the police along with their reasons why. The assessment will be based on a rubric for group work-16 points total.
- Written content of their individual homework which should contain the following: An explanation of the four basic responsibilities of the police along with two issues associated with each responsibility, the responsibility they felt was most important, and the reasons why. The assessment for the written homework will be based on the MCC written communication rubric-16 points total.



## Lesson Plan: Ethics in Policing

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Explain what an ethical dilemma is
- Name four (4) categories of ethical dilemmas typically facing a police officer
- Apply the concept of ethics in a scenario

**Core Student Success Skills Addressed:**

- Critical Thinking
- Collaboration
- Communication

**Context in the Course:** (NOTE: Some assignments require prior knowledge provided by an earlier assignment. If this is the case, please make note of that in case the instructor uses this lesson plan out of sequence.) **Mid-Semester:** In chapter one, students are introduced to the concept of discretion in the Criminal Justice System. The concept of discretion is an important category or element of an ethical dilemma. Additionally, chapter 5 outlines for students how law enforcement agents use discretion and the justification for police discretion.

**Materials Needed:**

Textbook: Gaines Larry K. and Miller Roger LeRoy, CJ 2, Cengage Learning, 2013 Ch. 1 pages (14-15) Ch. 5 pages (95-97) and Ch. 6 pages (115-117). A scenario handout can be issued.

**Instructions:**

1. Assign students to read the above materials for homework. Additionally, students will be given the same scenario in which a law enforcement officer would be faced with an ethical dilemma. Students will prepare a one page written assignment containing their responses to the scenario questions and the reasons that influenced their responses. Additionally, students will identify and explain each of the four (4) categories of ethical dilemmas and how each category relates to the scenario handout.
2. At the start of the next class there will be a 10 question quiz (multiple choice/true-false) and a short lecture on the assigned reading.
3. Divide the class into teams. Since no textbooks will be used, each team member will use their written homework to contribute to their team's discussion.
4. Each team will be asked to discuss the scenario based on the assigned reading, scenario handout, and each member's contribution from the homework assignment. Each team will prepare a master sheet containing their responses to the questions in the scenario, the reasons for those responses and will select/explain two (2) categories of ethical dilemmas and how they relate to the scenario.

5. The professor monitors each team to ensure that each student contributes to their team's responses.
6. Teams will select a representative to list their responses on the blackboard simultaneously to compare and contrast their responses to the other teams. When this is done, a general class discussion on the topic will begin.
7. Each team will be required to submit their master sheet along with the each team member's individual written homework.

**Assessment:** Students will be assessed based on:

- 10 question quiz-10 points each
- Written content of their team's work containing their responses, the reasons why, selecting/explaining two (2) categories of ethical dilemmas and how they apply to the scenario. This will be assessed using a rubric for group work-16 points total.
- Written homework explaining how they would respond to the scenario, their reasons for that response, identifying/explaining the four (4) categories of ethical dilemmas and how it relates to the scenario. This will be assessed using the MCC written communication rubric-16 points total. The option would be to give a point for each category listed along with how it relates to the scenario.

## Lesson Plan: Sentencing

**Learning Objectives:** After successfully completing this activity, students will be able to:

- List the forms of punishment and describe why we have different forms
- List and contrast the four basic philosophical reasons for sentencing criminals
- Describe some of the positive and negative impacts of the philosophies

**Core Student Success Skills Addressed:**

- Communication
- Critical Thinking

**Context in the Course:**

The sentencing philosophies are important and tie in directly to the debate on crime control and due process

**Materials Needed:**

Black or white board

**Instructions:**

1. This assignment relates to information covered in chapter 11. Ask students to pretend that they are a judge and they have to sentence offenders today in the courtroom. Ask them what their options are for types of sentences and list on the board: fines, community service, restitution, probation, incarceration, capital punishment.
2. Now ask them how will they decide what form to use for whom? You should get into a discussion about type of offense, prior record, age, etc.
3. Now ask them not what type of sentence but “why” are they sentencing the offender; you will get: they broke the law; they deserve to be punished; they need treatment, etc. Follow up with a discussion of the **four major purposes of sentencing**: Put them on the board and ask the class what they think each means/stands for.
4. Retribution: Oldest and most common justification for punishing someone is that he/she deserved it. This is different from revenge (ask them why). This is the philosophy that those who commit criminal acts should be punished based on the severity of the crime and that no other factors need to be considered: explain that this is based on the idea that the wrongdoer has freely chosen to violate the rules; tie this into choice theory and crime control model of justice that was covered earlier in the semester. Ask students what some of the impacts are of this philosophy on offender, victim and system (cost, overcrowding, no treatment, victim may feel justice is served, etc).
5. Deterrence: The strategy of preventing crime through the threat of punishment. This assumes that potential criminals will weigh the costs of punishment versus the benefits of the criminal act, therefore punishments should be severe. Explain both general and specific deterrence. Both forms of deterrence have proven to be problematic in practice, ask the class why? There should be a discussion about whether people commit crime after a rational decision-making

process where they really think about: will I get caught; if I get caught will I get punished; if I get punished what will it be? Statistically is it likely that they will be caught, sentenced and put in prison?

6. Incapacitation: A strategy for preventing crime by detaining wrongdoers in prison, thereby separating them from society and reducing criminal opportunities. Explain to students that they should not confuse incapacitation and incarceration, one is the purpose/goal and the other is the method we most often use to reach the goal. While they are incapacitated society is safe from them, but what happens when they get out? Are they more likely to commit crime again? Discuss the idea of selective incapacitation over the use of collective incapacitation.
7. Rehabilitation: This philosophy sees society's best interests being served when wrongdoers are provided the resources needed to help change their behavior from criminal to law abiding, as opposed to just being punished. Ask the class for some examples of what they think would be rehab/treatment. Explain that we don't need to "burn all the prisons and jails down" in order to have rehab as a purpose of punishment (many students/people think that rehab is coddling inmates.), ask them what they think the benefits and drawbacks are. It may be costly upfront, but maybe cost effective in the long run if it reduces recidivism. How do we know who can/cannot be rehabilitated. We need to get away from that old myth that you can only affect change if the person wants to change...it helps but studies are showing that by exposing inmates (even those who don't want any part of it) to rehab/treatment, you can get results.
8. Tell the class that at least 95 percent of the inmate population will one day return to society and live in their neighborhoods. How do they want their neighbors to behave?

**Assessment:**

1. Assignment: You are a judge. The local newspaper has asked you to write an essay explaining your view on the purpose of punishment/sentencing. Write a two-page, double-spaced essay that expresses the punishment philosophy you favor and explain why you favor it over the other philosophies. Use examples. Essay will be graded for content, grammar, spelling and writing style.
2. Include an essay question on the exam that asks students to contrast the philosophies.

## Lesson Plan: Comparing and Contrasting Prisons and Jails

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify at least three major distinctions between prisons and jails
- Identify at least three major similarities between prisons and jails
- Give an example of a local, state and federal correctional facility
- Identify possible career opportunities in corrections

**Core Student Success Skills Addressed:**

- Communication
- Critical Thinking

**Context in the Course:**

The basic differences between prisons and jails

**Materials Needed:**

- Black or white board
- *CJ 2* Textbook - Chapter 13
- If you want to show a clip of what a jail or prison looks like; there are many such clips on YouTube--some only a few minutes long

**Instructions:**

1. Have students read chapter on corrections in book prior to lesson.
2. Ask students to brainstorm what they know about prisons and jails and put ideas on a board.
3. Make a chart on a board, prisons on one side, jails on the other.
4. Contrast two of the following:

**Population:** Prisons are mainly for **convicted, sentenced, felons** serving 1 (+) years and jails hold **pretrial detainees as well as convicted misdemeanors and low level felons** serving up to one year (and on any given day there could be several other diverse groups: people waiting for transfer to a state or federal facility, juveniles, those held in contempt of court; mentally ill). The 1+ year is the national standard, but you can also explain that in Massachusetts we can have misdemeanors and low level felons serving up to 2 ½ at the House of Correction. Most states do not have separate jails for women, so they are usually held in a separate area of a men's jail, or in a pretrial section of the women's prison; for example, the pretrial section of Framingham state prison.

**Administration:** Prisons are run by state and federal government, and jails are run by local (city, county) government (with the exception of six states where the state runs both/and the federal level). For example: the federal prisons and jails are run by the Federal Bureau of Prisons; Massachusetts state prisons are run by the Mass. Department of Correction (DOC), and the jails

and houses of correction in Mass are run by the county Sheriff's office (Middlesex County Sheriff's Department). This is the perfect opportunity to also speak with them about possible careers in corrections, and explain that there are careers at all three levels of government, and the jobs are very diverse (most students only think of corrections officers), but can include: recreation staff, counseling and education staff, medical and mental health professionals, administrative work, transportation, etc.

**Security:** Most prisons are classified on a level of security: minimum, medium, maximum and super max. Jails usually need to have all levels of security in one facility, if they are holding pretrial and sentenced in the same place (you could have an accused murderer being held for trial and a convicted/sentenced thief in the same place) hence the need for different levels of security in one place. Again you can remind them that in Massachusetts, we try to avoid this by having pretrial help at the jail and convicted/sentenced at the House of Correction.

5. Compare the two/ask the class what the two may have in common and see what they come up with. It may include things like:

**Overcrowded:** both are extremely overcrowded

**Loss of freedom:** both are places where offenders are restricted and lose their freedom and some of their rights (explain that the right to privacy does not really exist in a prison or a jail).

**Inmate backgrounds:** Both hold a high percentage of offenders who are poorly educated, economically poor, come from dysfunctional families, have drug/alcohol addictions, poor employment histories, and minorities. It is really important to stress the impact the War on Drugs has had on both the jail and prison populations. You can also share with them that we are seeing increasing numbers of mentally ill coming into both facilities, as we have seriously cut back on mental health facilities and programs in our communities.

**Lack of programs:** Because we have been in a *Get Tough on Crime* mode and fighting a *War on Drugs*, we have generally not seen much rehab/treatment in our prisons or jails since the late 1970's. There is some sense that we may be starting to reconsider and look at rehab/treatment as a viable option, as our recidivism rates are so high, and we are spending \$65 billion per year in corrections, without much to show for the large cost.

#### **Assessment:**

1. Essay question on exam that asks them to compare and contrast prisons and jails
2. Include exam questions relating to possible careers
3. Have them do a small amount of research on jobs in corrections and write about three they may be interested in and why they have an interest

## **Lesson Plan: Probation - The "Low-Cost Alternative" to Imprisonment**

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Understand and describe the advantages of community corrections
- Describe probation as the most common form of punishment in the United States
- Describe and identify conditions of probation

**Core Student Success Skills Addressed:**

- Critical Thinking
- Communication

**Context in the Course:**

- This activity will introduce students to low-cost alternatives to imprisonment
- This activity allows students to explore probation as an option in community correction
- This activity allows students to understand conditions of probation

**Materials Needed:**

Textbook – Gaines & Miller, CJ 2. Wadsworth, Cengage Learning Chapter 12 – pages 221-228

**Instructions:** This activity should be done post to having a discussion on the high cost of incarceration.

1. Assign students to read material above for homework.
2. At the beginning of next class, give students a “10 question” multiple choice quiz on the reading material. Collect the quizzes and put students into groups of no less than five.
3. Assign the group to create a list of “conditions of probation.” No notes and no book allowed.
4. Allow groups to share their list with the class for comparison.
5. Have a class discussion on whether those conditions of probation work.
6. Have a class discussion on the reason why probation is the most common form of punishment, and a low-cost alternative to imprisonment.

**Assessment:**

**For homework:** Ask students to reflect on probation as a low-cost alternative to imprisonment. Have them answer the following questions:

- Does probation work as a form of punishment?
- Why is probation the most common form of punishment in the United States?

## Scenarios in Criminal Justice Careers

**Discretion** can be defined as the power to make a choice. Obviously, all ethical dilemmas involve making choices. The question does not involve doing something wrong, but rather finding the best solution to a difficult problem.

### Police Scenario #1

You are assigned to the 4 – 12 shift and have just started to patrol your sector in your cruiser. During the shift up until 7:30, activities have been fairly quiet with several minor traffic stops that resulted in citations, a report of a past burglary of a jewelry store that resulted in you writing the preliminary investigation incident report, and a medical incident. At this time, you decide to get something to eat and go to Salvatore's, a restaurant you have been going to for years. The owner of the restaurant, who you have known for a long time, says hello and you wave your hand. When you are finished, the owner comes over and indicates that the bill is on the house. This is a practice you have been doing each time you are assigned to this shift. You leave the restaurant and continue on patrol. At around 10:30, you observe a vehicle speeding past you in the other direction. You make a u-turn, and end up stopping the vehicle after observing that the driver of the vehicle while speeding went through several stop signs without stopping. Although no one was injured, you are obviously concerned about the reckless actions of the driver. As you approach the vehicle, you notice that the driver is the owner of Salvatore's.

Discussing gratuities may be helpful, beginning with a cup of coffee provided gratuitously and gradually increasing the value and size of the gratuity until the offer in question becomes perceived as unethical. The discussion can be enhanced by polling the class periodically as the size and value of the gratuity increase. The ambiguity involved in determining an acceptable maximum level may explain **why not accepting gratuities at all reduces the likelihood of ethical compromise.**

1. Depending on how this situation is handled, what problems may come up for the officer?
2. What discretion if any does the officer have at this point?
3. What are the ethical considerations of this scenario?
4. What action would you take and what decision would you make to resolve this situation?

### Police Scenario #2

A gas station attendant calls the police because of a disturbance at a gas station. A neighborhood youth has been begging patrons for money and washing their windows without being asked. The youth lives with his grandmother, and they barely make ends meet. The attendant wants the child arrested because he says the youth harasses the customers. You know the youth and realize that he is being driven by difficult circumstances.

1. What discretion if any does the officer have at this point?

### Police Scenario #3

You pull a violator over on a traffic stop. When you make contact with the person you realize that you have had many previous encounters with this person. You have arrested this person many times and found drugs each time. Your experience is telling you that this person no doubt has drugs again and you will find something in the car, but as of this moment that is all you have to go on. How can you handle this?



1. What discretion if any does the officer have?
2. If the officer asks to search the vehicle and the driver says no, what options does the officer have?
3. What circumstances in the scenario would have to change before the officer could search the vehicle?

#### **Police Scenario #4**

As a patrol officer, you are only doing your job when you stop a car for running a red light. Unfortunately, the driver of the car happens to be the mayor. You ticket her anyway, but the next morning you get called into the Captain's office and told in no uncertain terms that you screwed up, because of an informal policy extending "courtesy" to city politicians. Several nights later, you observe the mayor's car weaving erratically across lanes and speeding. What would you do? What if the driver were a fellow police officer? What if the driver were a high school friend?

#### **Police Scenario #5**

You are a rookie police officer who responds to a call for officer assistance. Arriving at the scene, you see a ring of officers surrounding a suspect who is down on his knees. You don't know what happened before you arrived, but you see a sergeant use a taser on the suspect, and you see two or three officers step in and take turns hitting the suspect with their nightsticks about the head and shoulders. This goes on for several minutes as you stand in the back of the circle. No one says anything that would indicate that this is not appropriate behavior. What would you do? What would you do later when asked to testify that you observed the suspect make "threatening" gestures to the officers involved?

#### **Police Scenario #6**

You are a rookie on traffic patrol. You watch as a young African-American man drives past you in a brand new silver Porsche. You estimate the car's value at around \$85,000, yet the neighborhood you are patrolling in is characterized by low-income housing, cheap apartments, and tiny houses on the lowest end of the housing spectrum. You follow him and observe that he forgets to signal when he changes lanes. Ordinarily you wouldn't waste your time on something so minor. What would you do?

## Court Scenario #1: Court Jurisdiction

(Note to Instructor: Answers are in boldface)

Before beginning this exercise, read Chapter 8 of Gaines and Miller's *Criminal Justice in Action*.

Misty Meanor robs a bank in Chelmsford, Massachusetts. As she is leaving the bank, Misty grabs a customer, Slim Chance, intending to use him as a hostage in case the police confront her. Misty is able to drive away with Slim before the police arrive. She heads north on Route 3 into Nashua, New Hampshire. Soon after, Misty is stopped and arrested by Nashua police.

1. Misty is charged with kidnapping and bank robbery by the federal government. In which federal court will her case be tried? **U.S. District Court**
2. Can Misty also be tried by the Commonwealth of Massachusetts? Why or why not? **Yes—she can be tried by the federal government and a state.**
3. Can Misty also be tried by the State of New Hampshire? Why or why not? **Yes—she can be tried by two different states.**
4. When Misty is tried in federal court, the judge presiding over her case is Judge U.B. Guilty. How was Judge Guilty selected as a judge? **He was nominated by the President, approved by the Senate.**
5. If Misty is convicted at trial in federal court, to which court could she appeal? **U.S. Circuit Court of Appeals**
6. If Misty lost her first appeal in the federal court system, to which court could she apply for a second appeal? **U.S. Supreme Court**
7. How likely will it be that this court will hear her appeal? Explain. **Not very likely—the U.S. Supreme Court only agrees to hear a small percentage of the cases brought to the court.**

## Court Scenario #2: Witnesses and Evidence Needed to Convict an Accused Murderer

This scenario asks students to consider how a prosecutor would prove a murder case at trial. This scenario does not require extensive knowledge of criminal law and criminal procedure, but asks students to rely instead on critical thinking skills. (Students may wish to consult a law dictionary to understand the legal terms that are underlined.)

**(Note to Instructors: The discussion points indicated with italics and this arrow does not appear on the student copy.)**

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Professor Long Ron's body is found in Room 304 of the Federal Building in Lowell.

### The Corpse

This office is shared by Professors Peyton Paxson and Lynda Pintrich. Paxson is charged with first degree murder.

- How will this be authenticated? Who will be on the witness stand testifying about to whom the office belongs?
  - *The responding officer could testify that s/he saw the occupants' names on the office door.*

Long Ron's body is discovered by the janitor who told police that the door was locked when he entered the room.

- Does the janitor need to testify? Why/why not?
  - *Yes, because he was the person who discovered the corpse.*

Long Ron's body has five bullets in it—all seem to have been fired at point-blank range.

- Who will testify about the condition of Ron's body?
  - *The Medical Examiner will testify about the body's condition.*

Peyton Paxson is the defendant.

- Will fingerprints help? Which side will they help?
- Will DNA evidence help? Which side will it help?
  - *The office belongs in part to Peyton, so his office will have his fingerprints and DNA all over it. These might not be helpful at all.*
- Was Long Ron killed in the office or killed elsewhere and brought there? Does this matter?
  - *It could be portrayed by the defense attorney as an effort to frame Peyton.*
- Will the fact that Long Ron's body was left in the office belonging to Peyton be emphasized by the prosecution or the defense? Why?
  - *Again, it could be portrayed by the defense attorney as an effort to frame Peyton*
- Who else, if anybody, had the ability to leave Long Ron's body in Peyton's office?
  - *Lynda Pintrich and the College's custodial staff have keys to the office. There should be testimony by a responding officer that the office door showed no visible signs of being broken into.*

**Alibi**

Peyton has an alibi—he was home watching a Red Sox game when Ron’s body was discovered.

- Is this important?
  - *This would be important only if it could be determined that Ron was killed very shortly before his body was discovered.*

**Direct Evidence**

What direct evidence is needed here? What evidence can be presented to the jury without the jury needing to infer/presume any facts?

- *It would be ideal to have an eyewitness, but the facts don’t indicate that there is one.*

**Motive**

Is motive important here? Do we need to prove that Peyton had a reason to want to kill Ron? Review the elements of First Degree Murder below. Note that only the first aggravating circumstance will be considered in this case.

- *Motive is not an element of murder, but it is circumstantial evidence of intent, and intent to kill is an element of murder.*
- What circumstantial evidence is needed here? What evidence that is to be presented will require the jury to draw an inference or presumption?
  - *Circumstantial evidence could focus on Peyton and Ron having a contentious relationship.*

**Testimonial Evidence**

What if we have no statement to the police by the defendant because he refused to talk to the police?

- Can the prosecutor use this refusal to cooperate against the defendant at trial?
  - *No—the defendant has Fifth Amendment protection.*

What if the defendant refuses to testify at his trial? Can the prosecutor use this refusal to testify against the defendant at trial?

- *No—the defendant has Fifth Amendment protection.*

**Physical Evidence**

How important is the gun to the case?

- *It would be ideal to have the murder weapon, traceable to Peyton’s possession, but it is not absolutely required.*

If a gun was found, who would be the appropriate witness to establish that this was the murder weapon?

- *Ballistics test would prove that this was the murder weapon. The ballistics expert would be the witness who testified to this.*

**M.G.L. chap. 265 § 1 First Degree Murder in Massachusetts**

Unlawful taking of the life of another with malice aforethought [malice means intent to kill; aforethought means the murderous act was thought about in advance] and:

- deliberately premeditated, [this means the murder was planned] or
- with extreme atrocity or cruelty, or
- during the commission of a felony punishable by life imprisonment

## Court Scenario #3: Pretrial Procedures

Before beginning this exercise, read Chapter 9 of Gaines and Miller's *CJ2*.

**(Note to Instructor: Answers are in boldface)**

1. Manny Slaughter is arrested by the Woburn police on an attempted murder charge for attempting to poison his wife on May 22. (Manny allegedly put rat poison in his wife's coffee.) Manny is to appear before a judge in Woburn District Court on the morning of May 23 to be arraigned and to have bail set. Before Manny's arraignment, he meets his attorney, a public defender. When the public defender asks Manny what happened, Manny tells him, "I tried to kill my wife."
  - Can Manny's attorney still represent Manny, having been told by Manny that he is guilty? Explain why or why not.
    - *Yes; as explained on p. 162, a defense attorney's job is to "defend the client whether he is innocent or guilty."*
  
2. Manny is taken before the judge for arraignment. Manny pleads not guilty and the judge moves on to set bail.
  - What factors will the judge consider when setting Manny's bail? List three.
  - *These are listed on pp. 167-168. They include Manny's risk of flight, his prior criminal record (if any), and overcrowded jails.*
  
3. Manny's wife expresses concern to the assistant district attorney that if he makes bail, Manny might return and try to kill her. The assistant district attorney tells the judge this at Manny's arraignment.
  - Is the judge allowed to consider this when setting bail? Explain why or why not.
    - *Yes; preventive detention is discussed on pp. 169-170. In Massachusetts, a dangerousness hearing would be conducted under Chapter 276 section 58A.*
  
4. The judge in Woburn District Court tells Manny that because he's being charged with a felony punishable by more than five years imprisonment, Manny's case will be transferred to Superior Court. The judge also tells Manny that he is entitled to a grand jury hearing before the case can be transferred. Manny's lawyer tells him to waive the right to a grand jury and let the case be transferred to Superior Court.
  - Why did Manny's lawyer give him this advice?
    - *As discussed on p. 172, grand jury proceedings are often perceived as a rubber stamp for the prosecutor. It would be reasonable for Manny's attorney to consider a grand jury proceeding to be a waste of time. They are often waived in Massachusetts.*

5. After Manny's case is transferred to Superior Court, Manny's lawyer talks with the Assistant District Attorney about entering into a plea bargain, under which, if Manny agrees to plead guilty, the prosecutor will ask the judge to give Manny a 2½ year sentence in the Middlesex House of Correction instead of a possible 20 year prison term at a state prison.
  - Why is the prosecutor interested in plea bargaining Manny's case instead of taking it to trial?
  - Why is the defense attorney interested in plea bargaining Manny's case instead of taking it to trial?
  - *The motivations for plea bargaining on the part of the prosecutor and the defense attorney are discussed on p. 175. Both sides face uncertainty of success at trial and are motivated to make concessions pretrial.*

## Projects

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### Project: Introduction to Criminal Justice Research Project

The following steps are the steps for writing a research paper:

1. Find a **topic** to research and design research questions
2. Create a **thesis**
3. **Evaluate** sources for the research
4. Research
5. Prepare a **bibliography**
6. Take notes
7. Organize and **outline**
8. Write, revise, proofread

This research project is designed **to get you started** so that you begin to gain the necessary skills that will allow you to research and write successful research papers. **You will not be writing the paper for this course.** You will:

- Form a research topic/create a thesis
- Prepare research questions
- Evaluate research sources
- Use technology and the library sources to help with your research
- Create an annotated bibliography

You are responsible for:

1. Submitting your research topic and two research questions by **due date**. I will then work with you to narrow down your topic if needed, and rewrite your research questions if needed.
2. Attend presentation at library (scheduled by professor with the librarian).
3. Revise topics, research questions and create a **thesis. (Due date)**
4. **Choose six sources for your research.** You need to include:
  - a. one book
  - b. two periodicals
  - c. two journals
  - d. one website

Make sure that you look at the difference between a periodical and a scholarly journal! A scholarly journal is usually written by educators or researchers and has little to no advertising in it. The articles have been peer reviewed. A periodical would be a magazine or a trade magazine, for example *Corrections Today* or a police magazine like *Chief* or *TIME* or *Newsweek*. Be extremely careful when choosing your websites! Make sure that they are good, reliable, sites. **Wikipedia is not allowed as a source!!!**

**The project!**

For each of your six sources please provide the following:

- A brief summary of the source and how it relates to your research/thesis
  - An evaluation of the source: why did you choose it? What makes it a good academic source?
5. Utilize NoodleBib to create a bibliography (**APA format**) for your sources.
6. Final project is due (**due date**). The project should include the following:
- Title page
  - Research questions
  - An introductory paragraph with your thesis letting the readers know what to expect from your paper
  - Outline
  - Summary and evaluation of each of the six sources in APA format (NoodleBib) – (annotated bibliography)
  - Separate reference page in APA format (NoodleBib)



## Project: Criminal Justice Career Development - Finding Resources, Exploring Options, Making a Plan

### Part A: Career Resources

#### Learning Outcome:

- Identify and utilize career resources at Middlesex Community College including career assessment tools.

#### Purpose:

The purpose of this lesson unit is to provide students with the knowledge necessary to become familiar with the career resources available at Middlesex Community College, and in using the focus assessment tool in determining student's individual interests and career goals in the criminal justice field. Students can apply this knowledge by effectively researching the college's resources and by using the focus assessment tool in developing an individualized career direction.

#### Assignment Activities Part A:

- Fill out (**TYPED**) the initial career interest sheet based on your current knowledge of your major, your career interests, what the job qualifications might be, and your short and long term goals. **This career interest plan can be found on Blackboard.** Note: This initial career interest plan will be compared to the final worksheet in Lesson Unit C to determine what you have learned about career opportunities and if your career interests have changed. **(1 point)**
- On \_\_\_\_\_ you will be required to attend a **mandatory** class presentation on career resources and the Focus 2 assessment tool. **This is an important step in your Career Development Project. Everyone should create a FOCUS 2 account at this presentation, and you should begin to complete all five (5) of the assessments. (2 points)**
- You will continue on your own and complete the online Focus 2 assessment. Print out a copy of the assessment sheet. Once you have completed this, click on Narrow and Refine Your Results in Focus 2. Select your top three career choices. List (type) three of your top choices that you would consider to pursue as a career. A copy of the summary sheet that shows you have taken/completed all five (5) FOCUS 2 assessments and your typed three top career choices is required for this lesson unit. **(2 points)**
- Along with the Focus 2 assessment sheet and your three top career choices, a typed summary of the library presentation will also be required for this lesson unit. This summary should be in font size 12, Times New Roman with 1" margins and should contain no spelling or grammar errors. The summary should answer the following questions:
  - What career resources at Middlesex CC related to the criminal justice field did you learn about? Identify three (3) resources you found to be helpful.
  - What three items other than resources did you learn about? **(3 points)**

Put the materials from numbers 1-4 in your Career Folder and bring it with you to class.

## Part B: Career Options

### Learning Outcome:

- List and explain career options in the Criminal Justice System

### Purpose:

The purpose of this assignment is to provide students with the knowledge necessary to make an informed decision about possible career paths in the Criminal Justice System. Students working in groups will be able to compare occupations within the criminal justice field and identify pros and cons of each position listed.

### Assignment Activities Part B:

In Part A, you have taken all five assessments and looked at some of the careers that may interest you. Now go into the area of Focus 2 that allows you to **compare two occupations. Select two that you are most interested in pursuing**, and compare them. You can put the comparison into the printer friendly version, and print this out to answer the below questions. All papers should be **typed**, in font size twelve (12), Times New Roman with 1" margins and should have the student's name and this course number.

#### The following questions should be answered for each career option listed:

- What is the specific job title & criminal justice agency?
- What are the basic qualifications for this position and how many are currently employed in the United States in this position? Is there a geographical concentration?
- What are the projected employment numbers for this position for the next five (5) years? Ten (10) years? Your source for this information? How valid and current is this source?
- What is the starting salary or salary range? Does the salary increase with more education or experience in the field?
- At what age can you retire?
- Physical requirements/age/gender restrictions?
- Shift work?
- What is the hiring process? Civil Service? Test Scores? Veteran's Preference? Residency requirements?
- How does this agency interact with the public? (3 points)

The typed paper answering questions A – I is due on \_\_\_\_ for the group work

### GROUP WORK ON \_\_\_\_\_

Group members selected:

- The above mentioned written assignment will be followed up with a group assignment.
  - The members of each group will discuss the benefits of career planning and list three benefits to the planning process.
  - The members of each group will share their own career comparisons and discuss the pros and cons of each. For each member in the group tell me which of the two careers you would select, and why.
  - As a group, look at two career selections. For each one, come up with two short term and two long term goals necessary for the selected careers. A member will be

selected from each group to write the selected careers and two short/long term goals on the board. **(2 points)**

**Bring your Career Folders with you to class so you can put the assignment activities inside.**

### **Part C: Career Goals**

#### **Learning Outcome:**

- Select a Career Goal and Develop a Plan to attain it

#### **Purpose:**

The purpose of this assignment is for students to use their knowledge gained in previous lessons to select a career goal and develop a written plan to attain it.

#### **Assignment Activities Part C:**

This is your final career project assignment. Please type your plan and submit it with your career folder on \_\_\_\_\_

1. You are to fill out this plan in full based on information and knowledge you have gained in utilizing the college's career resources as it relates to the criminal justice field, the focus assessment tool, and group activities. This includes identifying the following:
  - a. Your Name
  - b. Chosen Occupation
  - c. Occupation Requirements-(copy/paste from Focus 2)
    - i. Age
    - ii. Education
    - iii. Physical
    - iv. Training
    - v. Exams/Tests
    - vi. Experience
    - vii. Other

Based on the above information identify your plan to reach your career goal: (education, networking, service learning, volunteering, internships

- d. Short Term Goals: Up to one year
- e. Long Term Goals: One to five years ( 2 points )

## Project: Career Development using FOCUS 2

Attendance at the presentation on Career Resources was the first step in your Career Development Project (2 points). The MCC Career Office uses FOCUS 2, career development program accessible online. Everyone should have a FOCUS 2 account, and you should have completed all of the assessments. For more information on using FOCUS 2, go to <https://www.middlesex.mass.edu/careerservices/focus2.asp>

The next step/assignment (five points) has several parts to it.

1. Copy of the sheet that shows you have taken/completed all five FOCUS 2 assessments; add this to your Career Folder.
2. Now that you have completed all five assessments, click on Narrow and Refine Your Results. See your top career choices. Then list (type) three of your top choices that you would consider to pursue as a career.
3. For each of the three choices, state a short term and long term goal that you would need to achieve in order to pursue this career choice.
4. Go into **DegreeWorks** and print a copy of your transcript. Put it in your folder.
5. Based on DegreeWorks, what classes will you register for this summer/fall?

### **Put the materials from numbers 1 – 5 in your Career Folder and bring it to class**

You have taken all five assessments and looked at some of the careers that may interest you. Now go into the area of FOCUS 2 that allows you to **compare two occupations**. Select two that you are **most interested in pursuing**, and compare them. Put the comparison into the printer friendly version, and print this out. Bring this to class.

## Project: Group Work Career Project

Names of group members: \_\_\_\_\_

1. As a group discuss the benefits to career planning. List three specific benefits to the planning process.
2. Share your career comparisons with the group. Have a short discussion about the careers, pros and cons of each. For each member in the group tell me which of the two careers you would select, and why.
3. As a group look at your career selections. For each one, come up with two short-term and two long-term goals. Be specific with the goals.

This is your final career assignment. Please type your plan and submit it with your career folder.

- Name
- Career goal
- Requirements: (You can copy and paste from Focus 2):
- Current skills and interests
- Plan to reach career goal: (This includes “What I need to do to reach my career goal” (Education, Networking, Service Learning, Job shadowing, Volunteering, Internships, Physical Fitness, Exams/Certifications)

(See sample career plan below)

## Sample Career Plan

(Note to instructor: To be given to students along with the last part of the career project)

### Career goal:

To become a Physical Therapy Assistant (assist physical therapists in providing treatments and procedures)

### Requirements:

- Training in vocational schools, related on-the-job experience or an associate's degree. Some require a bachelor's degree.
- Excellent communication skills
- Critical Thinking
- Being able to monitor and assess situations
- Time management
- Service oriented
- Learn strategies and procedures quickly and precisely
- Writing skills

### Current skills and interests:

- Summer work for ABC Nursing Facility and Rehab
- Volunteer at XYZ Special Learning Center
- Served as class vice president for three years
- High school biology courses-4.0 grade point average
- High school geometry and algebra classes-3.75 grade point average
- High school speech and debate class-3.80 grade point average
- Played basketball/softball throughout junior high/high school

### Plan to reach career goal:

- Associates degree: LMN State Technical College
- Work directly with PT at ABC Nursing Facility and Rehab
- Complete two 40-hour observation sessions of physical therapy
- Job experience:
  - Continue as a volunteer at XYZ Special Learning Center
  - Work directly with PT at ABC Nursing Facility

## Project: Career Resources at MCC

### Assignment:

1. Students are required to attend a ***mandatory*** class presentation by a career counselor from Enrollment Services on career resources and on the Focus assessment tool. It is strongly advised that students take good notes at this presentation.  
(Presentation should be scheduled by the instructor)
2. A **typed one page summary** of the presentation will be due on \_\_\_\_\_. This summary should be in font size 12 and should contain no spelling or grammar errors. The summary should answer the following questions:
  - a. What career ***resources*** at Middlesex Community College related to the criminal justice field did you learn about? Identify three (3) resources you found to be helpful.
  - b. What ***information*** can be obtained about possible careers in the police, courts, and corrections? Explain.
  - c. What career resource(s) did you find of interest to you about available positions in the criminal justice field?
  - d. What is the focus assessment tool? How can this tool help you?
3. You are required to take the focus assessment tool to determine where your interests fall within the criminal justice field. Once this is completed, the ***summary page*** of the focus assessment tool should be printed and brought to class on \_\_\_\_\_.

## Project: Understanding your Chosen Career

The goal of this assignment is to further research your chosen career.

In a 2-3 page paper, answer the following questions regarding your career.

Must be in APA format

- 12 font size
- Double spaced
- Separate title page
- Separate reference page

The following questions should be answered in your paper.

- j. What is the specific job title & agency?
- k. What are the basic qualifications for this position
  - i. Education (detailed)
  - ii. Physical test (detailed). Physical training (detailed) or NA
  - iii. Age
  - iv. Previous work experience
  - v. Any gender restrictions?
- l. Elaborate on gender representation
- m. How many people are currently employed in the United States in this position?
- n. Is there a geographical concentration?
- o. What are the projected employment numbers for this position for the next five (5) years? Ten (10) years?
- p. What is the starting salary or salary range? Does the salary increase with more education or experience in the field? (be very specific)
- q. At what age can you retire?
- r. Shift work?
- s. What is the hiring process? Civil Service? Test Scores? Veteran's Preference? Residency requirements? Interview process? How to apply?
- t. How does this agency interact with the public?
- u. What service is provided by this agency?
- v. Roles and responsibilities of the specific job position



## Project: Individual Career Development Plan

(Note to instructors: This is to be done in class)

Your name: \_\_\_\_\_

Chosen occupation: \_\_\_\_\_

Agency: \_\_\_\_\_

### Occupation Requirements

<b>Age</b>	
<b>Education</b>	
<b>Physical</b>	
<b>Training</b>	
<b>Exams/Tests</b>	
<b>Experience</b>	
<b>Other</b>	

**Based on the above information, identify the following:**

Short Term Goals: Up to one year \_\_\_\_\_

\_\_\_\_\_

Long Term Goals: One to five years \_\_\_\_\_

\_\_\_\_\_

## Sample Syllabi

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### Sample Syllabi #1

MIDDLESEX COMMUNITY COLLEGE

FALL 2012



**“At MCC, we proudly REDUCE, RE-USE, and RECYCLE.”**

**How can YOU help?**

**Dispose of all trash in appropriate containers:**

**BLUE for paper**

**GREEN for all bottles and cans**

**BROWN for all others**

**What else can you do?**

**\*Consider double sided copying. \*Turn off electronics when not in use.**

**Please do your part...we all benefit!**

**Course Title:** Introduction to Criminal Justice CRJ 111-50

**Instructor:** Ronald Brevard

**Office Hours:** **Bedford Campus:** Bedford House Rm. 110 Tuesday & Thursday 10:30 am to 11:30 am, Office Phone: 781-280-3701, cell phone: 508-685-5873, e-mail [brevardr@middlesex.mass.edu](mailto:brevardr@middlesex.mass.edu).  
**Lowell Campus:** Federal Bldg. Rm. 305, Wednesday & Friday 12-noon to 1:00 pm

**Middlesex**

**BlackBoard:**

This course has a Middlesex BlackBoard (BB) site to post all quizzes, exams, homework, and in-class assignments. The quizzes/exams must be taken in BlackBoard (BB) and have strict times/dates when they must be completed. These times/dates are noted for each week in the **COURSE OUTLINE SECTION OF THIS SYLLABUS**. Written homework assignments are posted in BB, however you must turn in a typed homework assignment at the start of class on the dates noted in the **COURSE OUTLINE SECTION OF THIS SYLLABUS**.

**Course Description:**

This course surveys the contemporary criminal justice system and explores the history, development and role of the criminal justice system with emphasis on major systems of social control: the police, courts and corrections. This course is open to students in other academic programs.

**Service-Learning:**

Service-Learning is an educational experience that integrates community service with classroom instruction. The concept of Service Learning is to meet identified needs, enhance academic learning, to be valuable for the student, to become a community partner and to the class as a whole. Students are strongly encouraged to participate in a service learning experience as part of this course. Service Learning offers students the opportunity to volunteer 22 hours during the semester or 2 – 3 hours a week for 8 – 11 weeks to a local agency that provides services to the community.

Students who complete all their service learning hours for this course with a satisfactory or higher evaluation from their placement site supervisors, complete the Service Learning Journals requirements, and reflect what they have learned in a group project **may earn extra credit up to an additional 10 points added to their final grade**. If you are interested in participating in Service Learning, **THE KEY TO A SUCCESSFUL SERVICE LEARNING EXPERIENCE IS TO BEGIN RIGHT AWAY 2/6 – DO NOT PROCRASTINATE!. REGISTRATION IS EASY BUT THERE ARE SEVERAL STEPS AND IT MIGHT TAKE 2 – 3 WEEKS BEFORE YOU CAN BEGIN YOUR SERVICE.**

The service-learning registration is simple if you follow the yellow web-based registration sheet step by step! **The Service-Learning Contract must be returned to the Service-Learning Office by 2/24.**

**Course Service-Learning Objectives:**

- Apply Criminal Justice concepts learned in class and in the text to the experience gained in the community.
- Develop a greater understanding and appreciation for the public service agency as it relates to participants at the selected site.

- Propose modified or new strategies which will benefit the population of your service-learning site.
- Recognize the significance of your own contribution to the community, thereby increasing the sense of personal social responsibility.

**Prerequisite:**

Placement above or successful completion of ENG 060 (EN 2103) and placement into ENG 101 (EN 1103). Recommendation: Concurrent enrollment in ENG 075 (EN 2122) or ENG 085 (EN 2131) if CPT reading placement test is between 68 and 75.

( Reading Score 068 or Reading Exemption 999 or Reading Exemption 999 or Undergraduate level [EN 2103](#) Minimum Grade of D- or Undergraduate level [ENG 060](#) Minimum Grade of D- or Grandfathered Read Exemption 666 or Undergraduate level [EN 2121](#) Minimum Grade of D-) and ( English/Writing 103 or English/Writing 101 or English Exemption 999 or English/Writing 999 or Undergraduate level [EN 1101](#) Minimum Grade of D- or Undergraduate level [ENG 071](#) Minimum Grade of D- or Undergraduate level [EN 1102](#) Minimum Grade of D- or Undergraduate level [ENG 070](#) Minimum Grade of D- or Undergraduate level [EN 1103](#) Minimum Grade of D- or Undergraduate level [ENG 101](#) Minimum Grade of D-)

**Credits:**

3 credits. **Intensive Value:** Multicultural, Global Awareness

**Contact Hours:**

Two (2) meetings per week  
**WEDNESDAY & FRIDAY – 7:30 am – 8:45 am**  
 Lowell Campus, Federal Building, Room 213

**Text:**

Gaines, Larry K. and Miller Roger Leroy, *CJ 2*, Second Edition Wadsworth-Cengage Learning-2013.

**Institutional Student****Learning Outcomes:**

The MCC community has identified the following skills and abilities as essential to our students' learning and development. We provide a wide range of curricular and co-curricular learning opportunities for students to develop and practice these skills and abilities, and we assess student achievement of these ISLOs on an ongoing basis to ensure that our graduates are well-prepared for their future academic and career endeavors:

- Written and Oral Communication
- Critical Thinking
- Quantitative Literacy

- Multicultural and Global Literacy
- Social Responsibility
- Personal and Professional Development

**Instructional Objectives:**

To assist each student in becoming familiar with the various processing stages, practices, and personnel of the criminal justice system. The students will gain a clear understanding of the problem of crime in American society and the administrative responses to this issue. Both historical and contemporary components of the system, including the police, the courts, and the corrections field, are explored so that students have proper insight about our criminal justice system. This course is designed to provide the student with a broad-based understanding of both the effects of crime on our community structures and the challenges the criminal justice system faces in responding to crime in our contemporary society.

**Upon Completion of this course, students will be able to:**

- Identify and describe the three major components of the Criminal Justice System: police, courts, and corrections;
- Explain the role and responsibilities of each component;
- Explain the function of law enforcement agencies;
- Explain the function of the judicial system;
- Explain the function of prisons and jails;
- Identify causes and theories of crime causation;
- Identify and describe general crime data as reflected in the UCR/NIBRS/NCVS;
- Explain criminal law and criminal trial procedures and identify the 4 written sources of American Criminal Law;
- Define bias, discrimination, and prejudice and discuss the impact of these concepts on the CJ system.

**Career – Student Learning Outcomes (CSLO)s:**

Upon successful completion of this course, students will be able to:

- Identify and utilize career resources at the College including career assessment tools.
- List and explain career options in the Criminal Justice System
- Select a career goal and develop a plan to attain it.

**Assessment:**

There will be seven(7) measures of assessment on which your grade will be determined:

Weekly Chapter Quizzes 10%

Midterm Exam 15%

Final exam (cumulative) 20%

Research Project 20%

Career Student Learning Outcomes Project 15%

Written Homework, Talk to Text, Metalog Journal Assignments 10%

Team-Based In-Class Assignments/ Group Work 10%

**Academic Alert**

**Syllabus Statement:** This class has been selected to participate in the Strategies for Success Academic Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will send an email message to your Middlesex email account through the Academic Alert program.

My email message will tell you about my concerns and ask that you meet with an academic counselor who can work with you to create a **Strategies for Success Plan** that will address any difficulties that you are having in the course. This plan may involve taking advantage of various campus support services, or academic tutoring or advising as necessary. If I recommend that you use campus support services, an e-mail will be sent to that support service department so that they will be better prepared to assist you.

Since the Academic Alert Program provides essential notices by email, a course requirement is that you check your Middlesex email account frequently and respond quickly if you receive an academic alert email message. You will be contacted by an appropriate support service department, if you do not respond to this request. By remaining in this course section, you agree to these terms and to participating in the Academic Alert Program.

**Examinations:**

Exams/Quizzes will consist of a combination of objective, short answer, and essay questions. Assigned articles and in-class discussion topics will be included within the exam questions. A missed exam will result in the grade of **zero** for that exam. There are **no make-up exams, if you miss an exam your grade for that exam will be zero**. In extreme and unusual circumstances, I will allow you to make-up an exam at my discretion; only if you bring verification of the event that prevented you from taking the exam and if you contact me through e-mail, or come to my office hours prior to missing the exam. ***Remember: All quizzes/exams are posted in BlackBoard (BB) and must be taken in BB in order to receive credit. You will have one chance to take the exams/quizzes in BB.***

**Written****Assignments:**

There will be a combination of take home written assignments, and in-class assignments. ***All homework and in-class assignments are posted in BlackBoard (BB)***. Written assignments will be reaction papers to current news articles or specific topics within the chapters being covered during that week. **Written assignments are due at the beginning of class on the date noted in the Course Outline Section of this syllabus and MUST be typed, with no spelling and grammatical error.** Late assignments will NOT be accepted, if you will be out of

class the day an assignment is due you may turn it in early. If you are not in class when a take home assignment is assigned, it is YOUR responsibility to check the course BlackBoard site, syllabus, or with a classmate to determine if anything is due. **NO WRITTEN ASSIGNMENTS ARE TO BE SUBMITTED THROUGH BLACKBOARD!**

**Research Project:** The research project (20% of the final grade) will include a class period in the library with the reference librarian. The written assignment will include: Finding a topic to research and design research questions; Evaluate sources for the research; Prepare a working bibliography; and creating an outline for your research all in **APA FORMAT. Detailed assignment requirements will be handed out in class and posted in BlackBoard.**

**Attendance:** This course meets two (2) times a week. Attendance will be taken at the start of each class. Attendance is defined as being on time, prepared for class, and participating in class discussions. Perfect attendance will be rewarded by an addition of one point on your final course grade. Should something happen that you cannot attend class, **it is your responsibility to get class notes/assignments from a classmate (not from me).** **There are no make-ups for in-class assignments.** An exam/quiz or homework assignment can only be made up with proper documentation (doctor's note, jury slip, etc.) and policy followed under the EXAM section of this syllabus. The nature of the course requires the student to participate in various classroom activities. ***If you are absent more than three (3) times without proper documentation, 1 point will be taken out of your final grade for each day that you are absent.***  
 If you arrive late, DO NOT disturb the lecture!  
 If you cannot attend class it is your responsibility to get class notes from a classmate-not from me.  
**Leaving class early will result in an absence for that class unless documented circumstances show otherwise!**

**Classroom Behavior** Be on time!  
 Turn off all electronic devices: cell phones (put on silent mode), ipod, etc.  
 NO TEXTING!!  
 Do not wear headphones in class.  
 Refrain from talking to another student during class.  
 All class members and opinions **must** be treated with respect.  
 If students engage in disruptive behavior, they will be asked to leave the class for the day, and will be counted absent from class.

**Disability Support Services:**

Students with documented disabilities who believe they may need accommodations in this class are encouraged to contact **Disability Support Services** in order to ensure that such accommodations are accomplished in a timely manner.

**Bedford Campus** – Building 9 (Enrollment Center), 2<sup>nd</sup>. Floor 781-280-3630.

**Lowell Campus** – City Campus Building, 3<sup>rd</sup>. Floor 978-656-3258.

**Plagiarism Policy:**

*Plagiarism, which is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Taking credit for work done by another person or doing work for which another person will receive credit. Copying or purchasing other's work or arranging for others to do work under a false name.*

Any work submitted that is found to be plagiarized will receive a grade of **zero**, and the student will have to meet with instructor individually to discuss further actions.

**Teaching Procedures:** You are responsible for reading each chapter and becoming familiar with the concepts outlined prior to the class in which it will be discussed. This course will utilize diverse teaching approaches and strategies such as **Team-Based Learning/ in a group setting, Talk to Text, and Metalog Journal assignments**. Discussion board topics will be used to present material with a focus on discussion and class participation. **I will be sending educational information to you on your Middlesex CC e-mail account only. Please check your e-mails often to make sure you haven't missed anything.**

**COURSE OUTLINE & READING ASSIGNMENTS****Week 1****Sept. 5**

Course Introduction: Handout & Review of Syllabus. Note: This syllabus, course outline, homework assignments, Team-Based Learning in-class assignments, quizzes and exams are all posted in BlackBoard (BB)!

**Sept. 7**

Review of requirements for two (2) major course projects: Career Student Learning Outcomes and Research Project, BlackBoard, Team-Based Learning and Service Learning. Handouts for both projects will be issued.

**Week 2**



**Sept. 12** Class will be held in the Lowell Library-Kerouac Room!! Mandatory Attendance is required! This is for the research project! The Research Project is due October 26!

**Sept. 14** *Submit your typed research project topic and two research questions (1<sup>st</sup> draft) due today!*

Introduction to Talk To Text and Metalog Journals.

**READ CHAPTER 1 pages 4 – 10 and 13 - 19**

**Week 3**

**Sept. 19**

Chapter 1: Criminal Justice Today-Lecture. Ch. 1 quiz posted in BB-Due in BB by 5pm Sept. 21.

**Sept. 21**

Chapter 1: Lecture (Cont.) Team-Based In-class assignment-see BlackBoard (BB) site.

Ch. 1 Homework Assignment posted in BB and due at the beginning of class Sept. 26.

**READ CHAPTER 2**

**Week 4**

**Sept. 26**

Chapter 1 Homework Assignment Due Beginning of Class!!

Chapter 2: Causes of Crime-Lecture. Ch. 2 quiz posted in BB-Due in BB by 5pm Sept. 28.

**Revised Topic and Research questions are due today!!**

**Sept. 28**

Chapter 2: Lecture (Cont.) Team-Based In-class assignment-see BB site.

Ch. 2 Homework Assignment posted in BB and due at the beginning of class Oct. 3.

**READ CHAPTER 3 PAGES 41 - 50**

**Week 5**

**Oct. 3**

Chapter 2 Homework Assignment Due Beginning of Class.

Chapter 3: Defining and Measuring Crime-Lecture. Ch. 3 quiz posted in BB-Due in BB by 5pm Oct. 5.

**Oct. 5** Chapter 3: Lecture (Cont.) Team-Based In-class assignment-see BB site.

Ch. 3 Homework Assignment posted in BB and due at the beginning of class Oct. 10.

READ CHAPTER 4.

**Week 6**

**Oct. 10** Chapter 3: Homework Due Beginning of Class!

Chapter 4: Inside Criminal Law-Lecture. Ch. 4 quiz posted in BB-Due in BB by 5pm . Oct. 12.

**Oct. 12** Chapter 4: Lecture (Cont.)Team-Based In-Class assignment-see BB site.

Ch. 4 Homework assignment posted in BB & due at the beginning of class on Oct. 19.

**Week 7**

**Oct. 17** Professional Day-No Day Classes!!!

**Oct. 19** Ch. 4 Homework Assignment Due Beginning of Class!

Review Mid-Term Exam Chapters 1 - 4

In-Class Assignment Talk To Text and Metalog Journal Exercise

Mid-Term Exam posted in BB-Due in BB by 5pm Oct. 24.

READ CHAPTER 5 pages 82 – 93, 95 – 97 and REVIEW CHAPTER 1 pages 10 - 12

**Week 8**

**Oct. 24** Chapter 5: Law Enforcement Today-Lecture. Ch. 5 quiz posted in BB-Due in BB by 5pm Oct. 26. Scenario handout for Team-Based In-Class Assignment.

**Oct. 26** *THE RESEARCH PROJECT IS DUE TODAY!!*

Chapter 5: Lecture (Cont.) Team-Based In-Class assignment-see BB site.

Ch. 5 Homework Assignment posted in BB and due at the beginning of class Nov. 2.

**Week 9**

**Oct. 31**

Lowell computer lab. Kaitlynn Malinowski Career Counselor/Career Planning to do a class on the Career Focus Assessment Tool and career resources. *Mandatory Attendance!*

HANDOUT-CAREER DEVELOPMENT PROJECT

**Nov. 2**

Chapter 5 Homework Due Beginning of Class.

READ CHAPTER 6 AND REVIEW CHAPTER 5 PAGES 95 – 97, AND CHAPTER 1 14 - 15

**Week 10**

**Nov. 7**

*CAREER DEVELOPMENT PROJECT LESSON UNIT A DUE TODAY!!!*

Chapter 6: Challenges to Effective Policing-Lecture. Chapter 6 quiz posted in BB-Due in BB by 5pm Nov. 9. Scenario handout for Team-Based In-Class Assignment.

**Nov. 9**

Chapter 6: Lecture (Cont.) Team-Based In-class assignment-see BB site.

Ch. 6 Homework Assignment posted in BB and due at the beginning of class Nov. 14.

Last day to withdraw from a class.

READ CHAPTER 7 PAGES 120 – 122, 125 – 126 AND REVIEW CHAPTER 4 PAGE 77

**Week 11**

**Nov. 14**

Chapter 6 Homework Due Beginning of Class.

Chapter 7: Police & The Constitution-Lecture. Ch. 7 quiz posted in BB-Due in BB by 5pm Nov. 16. Scenario handout for Team-Based In-Class Assignment.

**Nov. 16**

Chapter 7: Lecture (Cont.) Team-Based In-class assignment-see BB site.

Ch. 7 Homework Assignment posted in BB and due at the beginning of class Nov. 21.

**Week 12****Nov. 21**

Chapter 7 homework due.

In-class Assignment Talk to Text and Metalog Journal Exercise.

READ CHAPTER 8.**Nov. 22-24**

Thanksgiving Break-No Classes

**Week 13****Nov. 28***CAREER DEVELOPMENT PROJECT LESSON UNIT B DUE TODAY/GROUP WORK!!!***Nov. 30**

Chapter 8: Courts and the Quest for Justice-Lecture. Ch. 8 quiz posted in BB-Due in BB by 5pm Dec. 2.

Ch. 8 Homework Assignment posted in BB and due at the beginning of class Dec. 5.

Read Chapter 13.**Week 14****Dec. 5**

Ch. 8 Homework Due Beginning of Class.

Chapter 13: Prisons &amp; Jails-Lecture. Ch. 13 quiz posted in BB-Due in BB by 5pm Dec. 7.

**Dec. 7***CAREER DEVELOPMENT PROJECT LESSON UNIT C DUE TODAY!!!*

Chapter 13: Team-Based In-class assignment-see BB site.

Ch. 13 Homework Assignment posted in BB and due at the beginning of class Dec.12.

**Week 15****Dec. 12**

Chapter 13 Homework Due Beginning of Class.

In-Class Writing Assignment-see BB site.

*SERVICE LEARNING JOURNAL DUE TODAY!!!***Dec. 14**

Day Classes End. REVIEW FOR FINAL EXAM COVERING ALL CHAPTERS. FINAL EXAM WILL BE POSTED IN BB AND IS DUE IN BB BY 5PM WEDNESDAY DEC. 19.

**Week 16****Dec. 17,18,19,20**

Day Classes Final Examinations

**Dec. 21**

Reserved for Final Exam makeup due to school cancellations/day &amp; evening.

This syllabus is subject to change. Students will be notified in advance of any changes.

## Sample Syllabi #2

Middlesex Community College

Course Syllabus: Introduction to Criminal Justice CRJ 111

Instructor	Lynda J. Pintrich
Email	<a href="mailto:pintrichl@middlesex.mass.edu">pintrichl@middlesex.mass.edu</a> <b>PLEASE only use your MCC email to contact me</b>
Office	Bedford House, Room 204 Lowell Federal Building, Room 304
Telephone	781-280-3916
Office Hours	Bedford: Tues and Thurs: 9:30 – 10:30 Lowell: Wed and Fri: 9:30 – 10:30

### Course Description:

A survey of the contemporary criminal justice system. Explores the history, development and role of the criminal justice system with emphasis on major systems of social control: the police, courts and corrections. This course is further designed to emphasize the value of **multicultural and global awareness**. This will foster the students' ability to appreciate, analyze, and deal constructively with historical or contemporary experiences of diversity in the United States or the world from the viewpoints of culture, race, ethnicity, religion, age, social class, sexual orientation, and/or abilities. This course should promote the understanding of the varied experiences and perspectives that exist within or across cultural boundaries and of the nature of social inequality.

### Course Redesign:

This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. **The course materials will focus on key skills of Critical Thinking, Collaboration, Communication, Organization, and Self-Assessment.**

**Credit Hours:** 3 credits

**Contact Hours:** Tues/Thurs 10:30 – 11:45/ HH 115

**Required Text:** *CJ 2*  
BY: Gaines and Miller  
Wadsworth, Cengage Learning 2013

**Blackboard:**

All information for the course will be posted on blackboard, including a copy of the syllabus, assignments and due dates, handouts, research project and career assignments. If you miss class you should check the blackboard site to see what you missed/what is due. All assignments will be submitted through blackboard.

### **Course Learning Outcomes:**

Upon successful completion of the class students will be able to:

- Identify and describe the three major components of the CJ System.
- Explain and identify responsibilities of each area of the CJ System.
- Compare and contrast the Due Process and Crime Control models of criminal justice.
- Identify the major crime causation theories.
- Describe the UCR and the NCVS.
- List and describe the 4 written sources of American criminal law.
- Define and give examples of the most important excuse and justification defenses.
- Describe the functions of the state and federal courts, and explain the roles of the professionals who work in the courts.
- Explain the four major philosophies of punishment.
- Compare and contrast prisons and jails.
- Define bias, discrimination, and prejudice and discuss the impact of these concepts on the CJ system.
- Identify and utilize career resources at the college including career assessment tools.
- List and explain career options in the CJ system.
- Select a career goal and develop a plan to attain it.
- Form a research topic, pose research questions, evaluate potential research sources, and use technology as a research and information gathering tool.
- Develop and produce writings on criminal justice topics that demonstrate knowledge of content and ability to support individual opinions.

### **Teaching Style:**

This course will be presented through lectures, and interactive discussions. Student input is vital to learning, and all students are encouraged to participate in classroom discussions and group work. Common courtesy and respect for each other is expected. **IT IS VERY IMPORTANT THAT STUDENTS READ ASSIGNED MATERIALS PRIOR TO ATTENDING CLASS.**

### **Assessment:**

Examination # 1	(15%)
Examination # 2	(15%)
Career Development	(15%)
Written Assignments	(15%)
Research Assignment	(15%)
Final Examination ( <b>comprehensive</b> )	(25%)

**Career Development:**

Students will be responsible for several assignments that will focus on career development and awareness. This will also include a presentation (date) by Career Counselor, Kaitlynn Malinoski. All students must attend. **The career development assignments will focus on organization and self-assessment skills.**

**Assignments:**

There will be a combination of written and in-class assignments. Some of the written assignments will require that the student react to an assigned article (for example: an article on hate crimes, or dealing with diversity in law enforcement), or you may be required to read a case and write a summary of the case and explain its significance. ALL written assignments MUST be typed, and free of spelling and grammatical errors. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All assignments will be submitted using Blackboard.**

**Research Assignment:**

The research assignment will include a class period in the library with the reference librarian on (date). The written assignment will include: the development of a topic; research questions; evaluation of potential research sources; and references in APA format. **Complete and detailed assignment requirements will be handed out in class.**

**Examinations:**

Exams will consist of a combination of objective, short answer, and essay questions. Assigned articles and in-class discussion topics will be included within the exam questions. A missed exam will result in the grade of zero for that exam. There are normally no make-up exams, unless arranged prior to the particular exam, or a student shows unique (**documented**) circumstances that prevented him/her from being present on the date of the exam. Missed exams can be made-up **ONLY** at the discretion of the instructor. Make-up exams, if granted, will be different than those taken on the scheduled dates. **YOU MUST EMAIL ME PRIOR TO THE START OF THE EXAM AND LEAVE THE FOLLOWING INFORMATION: YOUR NAME, AND REASON FOR MISSING THE EXAM. FAILURE TO DO SO WILL RESULT IN A REFUSAL BY THE INSTRUCTOR TO GRANT A DISCRETIONARY MAKE- UP EXAM.**

**Classroom Behavior:**

Please be on time for class, **turn off all cell phones and put them away.** Do not wear headphones in class, and be respectful of others in the classroom. **DO NOT TEXT IN CLASS.**

**Attendance:**

Attendance will be taken at the start of each class. Attendance is defined as being on time, prepared for class and participating in class discussion. Good attendance (2 or less absences) will be rewarded by an addition of one point on your final course grade. Should something happen that you cannot attend class, it is **your responsibility to get class notes/assignments from a classmate (not from me).** There



are no make-ups for in-class assignments. An exam can only be made up with proper documentation (doctor's note, jury slip, etc.) and policy followed under Exam section of the syllabus. Check the BlackBoard site if you miss class.

**Plagiarism:**

If it is proven that a student has committed plagiarism, the student will be given an F in the course. You will be given a **Tip Sheet on Understanding Plagiarism**.

**CRJ 111 COURSE OUTLINE AND READING ASSIGNMENTS**

DATE	TOPIC	READING
9/6	<b>INTRODUCTION</b> Introduce course Go over syllabus Introduce textbook and blackboard	None
9/11 9/13	<b>CRIMINAL JUSTICE TODAY</b> What is Crime? Consensus v. Conflict Purpose of the CJ system Due Process and Crime Control Career Prep: Local Police Officer (page 11)	Chap. 1
9/18 9/20	<b>CAUSES OF CRIME</b> What is a theory? Correlation and Causation Different theories of crime The drug-crime relationship Career Prep: Social Worker (page 33)	Chap. 2/3
9/25 9/27 10/2	<b>DEFINING AND MEASURING CRIME</b> Criminal Law and Civil Law Felonies and Misdemeanors Measuring Crime What is the state of crime in the USA? Career Prep: Gang Investigator (page 56)	Chap. 3
10/4 10/9	<b>INSIDE CRIMINAL LAW</b> Written sources of American Criminal Law Why do societies need laws? Elements of a crime	Chap.4



12/4	<b>PRISONS AND JAILS</b>	Chap. 13
12/6	Factors in prison population growth	
12/11	Compare and contrast prisons and jails What are the consequences of high incarceration rates? Career Prep: Warden (page 246) Career Prep: Deputy Sheriff (page 252)	
12/13	<b>Semester Review</b>	
12/18	<b>FINAL EXAM: 10:30 am</b>	

Note: Syllabus is subject to change. Any changes made will be announced in class and posted to BlackBoard.

## Sample Syllabi #3

### Middlesex Community College Course Syllabus

**Fall 2012**

**Instructor:** Heloisa DaCunha

**E-mail:** [dacunhah@middlesex.mass.edu](mailto:dacunhah@middlesex.mass.edu)

**Office hours:** **Lowell Campus** 5<sup>th</sup> Floor – Cubicle 55  
Tuesday and Thursday 7:30am-8:30am

**Bedford Campus** Bedford House – Room 100  
Monday and Wednesday 12:00pm-1:00pm

**Office telephone number:** 781.280.3905

**Class location:** Lowell Campus – City Building 101

**Class meeting time:** Tuesday and Thursday 9:00am-10:15am

**Course Title:** Introduction to Criminal Justice

**Course number:** CRJ111-52

**Course Description:** This course surveys the contemporary criminal justice system and explores the history, development and role of the criminal justice system with emphasis on major system of social control: the police, courts and corrections.

**Prerequisites:** Eligible for ENG101 and successful completion ENG060 or higher placement.

**Required text:** CJ2  
Gaines and Miller  
2013 Wadsworth, Cengage Learning

**Instructional objectives:** Upon successful completion of the course students will be able to:

- Identify and describe the three major components of the Criminal Justice System: police, courts and corrections
- Explain the role and responsibilities of each component.
- Explain the function of law enforcement agencies
- Explain the function of the judicial system
- Explain the function of prisons and jails

- Identify causes of crime
- Identify general crime data
- Explain criminal law and criminal trial procedures
- Identify and utilize career resources at Middlesex Community College including career assessment tools.
- List and explain career options in the Criminal Justice System
- Select a Career Goal and Develop a Plan to attain it

### Instructional objectives

#### for service learning option:

Apply concepts learned in class and in the text to the experience gained in the community.

#### Service learning:

Students have the option to participate in service learning for extra credit, earning up to **10 points on the final grade for the semester**. Those who choose to participate in service learning are required to complete a 2 hour a week college approved service learning placement, write three (3) reflection papers, and participate in class discussions. Decision to participate in service learning must be made by **September 18, 2012**

#### Teaching procedures:

This course will be presented through lectures, interactive discussions, and in-class group activities. Student input and participation is encouraged. Common courtesy and respect is expected.

#### Assessment:

Examination 1	(10%)
Examination 2	(10%)
Examination 3	(10%)
Written Assignments/Quizzes	(15%)
Career assignment	(15%)
Research Assignment	(20%)
Final Examination (cumulative)	(20%)

#### Examinations:

Exams will consist of a combination of objective, short answer, and essay questions. Assigned articles and in-class discussion topics will be included within the exam questions. A missed exam will result in the grade of **zero** for that exam. There are **no make-up exams, if you miss an exam your grade for that exam will be zero**. In extreme and unusual circumstances, I will allow you to make-up an exam at my discretion; only if you bring verification of the event that prevented you from taking the exam and if you contact me through e-mail, or come to my office hours prior to missing the exam.

#### Written Assignments:

There will be a combination of take home short written assignments, in class quizzes and group work. Written assignments will be reaction papers to specific topics within the chapters being covered during that week. Written assignments **MUST** be typed, with no spelling and

grammatical error. Chapter quizzes will be on chapters being covered during that week, and may be unannounced.

**Late assignments will NOT be accepted, if you will be out of class the day an assignment is due you may turn it in early. If you are not in class when a take home assignment is assigned, it is YOUR responsibility to check in with the instructor if anything is due.**

**Career assignment:**

Attend computer session with career counselor  
 Complete Focus 2  
 Reaction paper on career options  
 Group activity  
 Individual career development plan

**Detailed assignment requirements will be handed out in class**

**Research Assignment:**

The research assignment will include a class period in the library with the reference librarian. The written assignment will include: the development of a topic, research questions, evaluation of potential research, and bibliography in APA format. **Detailed assignment requirements will be handed out in class.**

**Attendance:**

Attendance will be taken at the start of each class. Attendance is defined as being on time, prepared for class and participating in class discussion.

If you are absent more than three times without proper documentation (eg: doctor's note), 1 point will be taken out of your final grade for each day that you are absent.

If you arrive late, DO NOT disturb the lecture.

If you cannot attend class it is your responsibility to get class notes from a classmate.

**Classroom behavior:**

Please be on time

Turn off all electronic devices: cell phones, ipod, and etc...

**NO TEXTING!!!**

Do not wear headphones in class.

Refrain from talking to another student during class.

All class members and opinions **must** be treated with respect

If students engage in such distractions they may be asked to leave the class for the day, and will be counted absent from class.

**Disability Support Services:**

*Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact Disability Support Services in order to ensure that such accommodations are accomplished in a timely manner.*

**Bedford Campus** – Building 9 (Enrollment Center), 2<sup>nd</sup> floor  
 781.280.3630

**Lowell Campus** – City Campus Building, 3<sup>rd</sup> floor

978.656.3258

**Plagiarism:** *Plagiarism, which is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Taking credit for work done by another person or doing work for which another person will receive credit. Copying or purchasing other's work or arranging for others to do work under a false name.*

Any work submitted that is found to be plagiarized will receive a grade of **zero**, and the student will have to meet with instructor individually to discuss further actions.

### Academic Alert:

This class has been selected to participate in the Strategies for Success Early Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will send an email message to your Middlesex email account through the Early Alert program.

My email message will tell you about my concerns and asks you to meet with an academic counselor who can work with you to create a **Strategies for Success Plan** that will address any difficulties that you are having in the course. This plan may involve taking advantage of various campus support services, such academic tutoring or advising. If I recommend that you use campus support services, an email will be sent to that support service department so that they will be better prepared to assist you.

Since the "Early Alert" program provides essential notices by email, a course requirement is that you check your Middlesex email account frequently and respond quickly if you receive an email message through the Early Alert Program. You will be contacted by an appropriate support service department, if you do not respond to this request. By remaining in this course section, you agree to these terms and to participating in the Early Alert Program.

### Course Outline and Reading Assignment

DATE	TOPIC	READING	ASSIGNMENTS
9/6	<b>Introduction:</b> Course Syllabus Textbook Study skills		Due 9/11 Review study skills Using MCC e-mail Explore Blackboard website
9/11 9/13	<b>Criminal Justice Today:</b> Types of Crime Criminal Justice Components Crime Control & Due Process	Chapter 1	Due 9/13 – Due Process and Crime Control written assignment
9/18 9/20	<b>Causes of Crime:</b> Exploring causes of crime Criminological theories	Chapter 2	9/20 Quiz on chapter 2 Group work on criminological theories

9/25	<b>Research project</b> <b>Class will be held at the library</b>		Research topic due
9/27 10/2	<b>Defining and Measuring Crime:</b> Classification of Crimes Crime Data Measuring methods	Chapter 3	10/2 Crime chart and crime trend group work in class
10/4 10/9	<b>Inside Criminal Law:</b> Written sources of American Criminal Law Elements of Crime Justification defenses Bill of Rights <b>Review for Exam 1</b>	Chapter 4	Due 10/9 – Criminal Law written assignment  10/9 Quiz on chapter 4
10/11	<b>Exam 1</b>	Chapters 1-4	
10/16 10/18	<b>Law Enforcement Today:</b> Responsibilities of the Police Law Enforcement Agencies Police Discretion	Chapter 5	Due 10/18 – Police discretion written assignment  10/18 Quiz on chapter 5
10/23 10/25	<b>Courts and the Quest for Justice:</b> Functions of the Courts Judicial System Dual Court system: State Court & Federal Court Due Process and Crime Control in the Courts	Chapter 8	10/25 – Court system chart group work  10/25 – Quiz on chapter 8
10/30 11/1	<b>Pretrial Procedures:</b> Adversarial system Prosecution and Defense Establishing Probable Cause Bail - Pleading Guilty <b>Review for Exam 2</b>	Chapter 9	10/30 – *RESEARCH PROJECT DUE*  Due 11/1 – Written assignment on pretrial process
11/6	<b>Exam 2</b>	Chapters 5, 8 & 9	
11/8	<b>Career project</b> <b>Class will be held at the computer lab</b>		<b>Last Day to Withdraw – November 9, 2012</b>
11/13	<b>The Criminal Trial</b> Role of Jury Opening and closing statements Evidence	Chapter 10	Group work on criminal trial and burden of proof  Due 11/13 – Career assignment 1
11/15 11/20	<b>Punishment and Sentencing</b> Philosophy for punishment	Chapter 11	Due 11/15 – Focus2 assessment



	Purpose Restorative Justice Structure – determinate and indeterminate sentencing Capital Punishment		Due 11/20 – Activity on capital punishment. Written assignment on 8 <sup>th</sup> Amendment and Capital Punishment
11/22	<b>Thanksgiving – No classes</b>		
11/27	<b>Probation</b> Reintegration Low-Cost alternative	Chapter 12	In class group work
11/29 12/4	<b>Prisons and Jails</b> History Roles of Prisons in Society Types of Prisons Consequences of High Rates of Incarceration Functions of Jails <b>Review for Exam 3</b>	Chapter 13	Due 12/4 – Written assignment on recidivism rate  12/4 – Chapter 13 quiz
12/6	<b>Exam 3</b>	Chapters 10-13	
12/11	<b>Career project</b> group work		Due 12/11 – Career assignment 2
12/13	Semester Review		
12/20	<b>Final Exam</b> <b>10:30am-12:30pm</b>		