**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 101 *–* Introduction to Criminal Justice**

**Course Outline**

**Course Number & Name:**  CJI 101 Introduction to Criminal Justice

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grades of “C” or better in ENG 096 andRDG 096 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This introductory course on the principles and problems of the criminal justice system analyzes the role of the criminal justice officer in the community, the rights of the individual citizen, and the laws under which we live. The course examines in depth the organization and administration of the courts, corrections, and law enforcement agencies. The course includes analysis of the opportunities and obligations of the criminal justice officials, and those in law enforcement, correctional services, and courts. Special topics such as terrorism and cyber crime are also explored. Using various multimedia platforms, the course explores criminal justice issues, examines the issues that influence offenders, and identifies explanations for delinquent and criminal behavior.  Students are required to complete a field assignment involving in-court observations.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the functions of the various components of the criminal justice system (law enforcement, courts and corrections) and explain the interrelationship of these components;
2. demonstrate basic knowledge of criminal law and the rights of individual citizens;
3. describe the role of the criminal justice professional in the community and the organization and administration of the various entities in the criminal justice system;

1. explain the social, political, economic, and cultural factors within society that influence the development of criminological theory, laws and criminal justice practices and their application to criminal behaviors and sanctions;
2. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues; and
3. communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the functions of the various components of the criminal justice system (law enforcement, courts and corrections) and explain the interrelationship of these components:

1.1 describe the court and legal system and the importance of evidence in the preparation of cases;

* *discuss the primary sources of law within the United States and the differences between criminal law and civil law;*
* *define “crime” and list the different types of crime;*
* *explain the difference between the formal and informal criminal justice processes;*
* *explain precedent and the importance of stare decisis;*
* *explain the difference between testimony and real evidence, between lay witnesses and expert witnesses, and between direct and circumstantial evidence*; and
* *complete a relevant field assignment (court observation)*

1.2 identify and describe the procedural, cultural, tactical, and constitutional impediments involved in the adversarial system;

* *contrast the crime control and due process models;*
* *list the major issues in criminal justice today;*
* *describe the two most common models of how society determines which acts are criminal;*
* *list and briefly explain the different forms of plea bargaining agreements;*
* *explain the consequences of excessive caseloads*; and
* *list the standard steps in a criminal jury trial*

1.3 explain the correctional process;

* list the essential elements of the correctional system;
* list and contrast the four basic philosophical reasons for sentencing criminals;
* contrast indeterminate with determinate sentencing;
* explain why there is a difference between a sentence imposed by a judge and the actual sentence carried out by a prisoner;
* list the six forms of punishment;
* state who has input into the sentencing decision and list the factors that determine a sentence;
* explain some of the reasons why sentencing reform has occurred;
* describe sentencing guidelines and explain how two recent Supreme Court rulings have affected them;
* list the five sentencing options for a judge besides imprisonment and probation;
* contrast the Pennsylvania and the New York penitentiary theories of the 1800s; and
* summarize the difference between jails and prisons, and indicate the importance of jails in the American correctional system

1.4 explain the theory, structure, and function of the juvenile justice system;

* identify some of the reasons given to explain the high rate of delinquent and criminal behavior by adolescents and young adults;
* list the four major differences between juvenile courts and adult courts;
* identify and briefly describe the single most important Supreme Court case with respect to juvenile justice;
* list the factors that normally determine what police do with juvenile offenders;
* describe the one variable that always correlates highly with juvenile crime rates; and
* indicate some reasons why youths join gangs

**Measurable Course Performance Objectives (MPOs)** (continued):

1.5 explain the theory, structure, and function of courts; and

* explain the difference between the formal and informal criminal justice processes;
* define and contrast the four functions of the courts;
* define jurisdiction and contrast geographical and subject-matter jurisdiction;
* explain the difference between trial and appellate courts;
* outline the several levels of a typical state court system;
* outline the federal court system;
* explain briefly how a case is brought to the Supreme Court;
* list the actions that a judge might take prior to an actual trial;
* explain the difference between the selection of judges at the state level and at the federal level;
* describe the four types of “jurisdictions” found in the Federal statutes; and
* list and describe the members of the courtroom work group

1.6 describe the basic theories that form the foundation of law enforcement models and the historical development of the criminal justice system in the United States;

* describe the two most common models of how society determines which acts are criminal;
* contrast the crime control and due process models;
* describe the layers of the “wedding cake” model;
* describe the first systems of law enforcement in colonial America;
* describe the three eras of policing;
* describe the major facets of the criminal justice system and the relationship between them; and
* discuss the effectiveness and efficiency of the American criminal justice system, and explain why it is sometimes referred to as a “non-system”

2. Demonstrate basic knowledge of criminal law and the rights of individual citizens:

2.1 discuss the primary goals of civil law and criminal law and explain how these goals are realized;

2.2 define the terms mala in se, mala prohibitum, misdemeanor and felony;

2.3 explain the differences between crimes mala in se and mala prohibita;

2.4 list the four written sources of United States criminal law;

2.5 explain the two basic functions of criminal law;

2.6 delineate the elements required to establish mens rea (a guilty mental state);

2.7 explain how the doctrine of strict liability applies to criminal law;

2.8 list and briefly define the most important excuse defenses for crimes;

2.9 describe the four most important justification criminal defenses;

2.10 distinguish between substantive and procedural law; and

2.11 explain the importance of the due process clause in the criminal justice system

3. Describe the role of the criminal justice professional in the community and the organization and administration of the various entities in the criminal justice system:

3.1 outline the three levels of law enforcement;

3.2 list the four basic responsibilities of the police;

3.3 identify the differences between the police academy and field training as learning tools for recruits;

**Measurable Course Performance Objectives (MPOs)** (continued):

3.4 list the three primary purposes of police patrol;

3.5 explain why differential response strategies enable police departments to respond more efficiently to 911 calls;

3.6 explain community policing and its strategies;

3.7 describe the procedures involved in a constitutionally sound criminal investigation; and

* *indicate some investigation strategies that are considered aggressive;*
* *describe how forensic experts use DNA fingerprinting to solve crimes;*
* *outline the four major sources that may provide probable cause;*
* *list the four elements that must be present for an arrest to take place;*
* *list the four categories of items that can be seized by use of a search warrant;*
* *explain when searches can be made without a warrant;*
* *recite the Miranda warning;*
* *indicate situations in which a Miranda warning is unnecessary*; and
* *list the three basic types of police identification*

3.8 explain the ethical responsibilities of criminal justice professionals

* discuss how the patronage system affected policing;
* indicate the results of the Wickersham Commission;
* Indicate why patrol officers are allowed discretionary powers;
* explain the term “abuse of discretion;”
* identify the three traditional forms of police corruption;
* explain what an ethical dilemma is and name four categories of ethical dilemmas typically facing a police officer;
* contrast the prosecutor’s role as an elected official and as a crime fighter; and
* describe the ethical responsibilities of a judge

4. Explain the social, political, economic, and cultural factors within society that influence the development of criminological theory, laws and criminal justice practices and their application to criminal behaviors and sanctions:

4.1 list some of the most important law enforcement agencies under the control of the Department of Homeland Security;

4.2 explain how some jurisdictions have reacted to perceived leniency to perpetrators of domestic violence;

4.3 discuss the development of the “three strikes” law and its impact;

4.4 discuss the impact of increased sentences for narcotics offenses;

4.5 describe how the USA Patriot Act of 2001 changed the guidelines for electronic surveillance of suspected terrorists;

4.6 analyze the nature of crime and criminal behavior based on major theories and current issues and the relationship of the theories to research, policies, and practices in the field of criminal justice;

* explain why classical criminology is based on choice theory;
* contrast positivism with classical criminology;
* contrast the medical model of addiction with the criminal justice model of addiction;
* list and describe the three theories of social structure that help explain crime;
* list and briefly describe the three branches of social process theory;

**Measurable Course Performance Objectives (MPOs)** (continued):

* identify the publication in which the FBI reports crime data and list the three ways it records the data;
* distinguish between Part I and Part II offenses as defined in the Uniform Crime Report (UCR);
* describe some of the shortcomings of the UCR as a crime-measuring tool;
* explain some of the links between income level and crime;
* discuss relevance of crime statistics in explaining the rising number of women incarcerated in the United States; and
* discuss the role of criminological theory in the development of policing and corrections policy and the function of behavioral research in criminal investigations

4.7 recognize the application of physical and biological sciences to criminal justice;

* contrast the medical model of addiction with the criminal justice model of addiction;
* describe how life course criminology differs from other theories addressed in the text;
* describe trait theory;
* explain the relationship of positivism to the scientific method; and
* describe how forensic experts use DNA, fingerprinting and other science-based methods to solve crimes

4.8 explain victimization, including who victims are, the effects of victimization on victims and society, the rights of victims, and processes for including victims in the criminal justice system; and

* discuss the evolution of victimology from its beginnings in the 1940s until today;
* explain why some criminologists believe the connection between alcohol and victimization is unique;
* list the arguments for and against greater protection of victims’ rights; and
* identify the arguments for and against the use of victim impact statements during sentencing hearings

4.9 analyze the impact of societal diversity on the criminal justice system

* explain some of the links between income level and crime;
* explain some of the benefits of a culturally diverse police force;
* list the factors that have caused the prison population to grow dramatically in the last several years; and
* discuss various explanations for minority overrepresentation in the criminal and juvenile justice system and in jails and prisons

5. Demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues:

5.1 analyze a fact scenario and determine if the exclusionary rule applies;

5.2 analyze a fact scenario and determine if it is an appropriate application of the stop and a frisk rule;

5.3 analyze a fact scenario and determine if the four elements for an arrest are present;

5.4 analyze a fact scenario and determine if the items can be seized and whether a search warrant is required;

5.5 analyze a fact scenario and determine if Miranda warning is necessary;

5.6 analyze a fact scenario and determine if the identification is constitutionally valid;

5.7 analyze the consequences of our high rate of incarceration and identify potential solutions;

**Measurable Course Performance Objectives (MPOs)** (continued):

5.8 explain the use of “preventive policing” to combat terrorism by American law enforcement agencies and the pros and cons of this approach in the context of constitutional rights;

5.9 determine when police officers are justified in using deadly force;

5.10 analyze the death penalty and the pros and cons of this type of sentence;

5.11 discuss the primary elements of the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the U.S. Constitution, and apply them to contemporary criminal justice events; and

5.12 use critical thinking and problem solving; focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media

* *apply various criminal justice theories and issues identified in the textbook to events and offenders depicted in films (shown in class) and Internet and print media research;*
* *research a controversial criminal justice topic and prepare a opinion based paper that presents a persuasive argument (reaction paper);*
* *compare and contrast the realities of the courtroom to the description in the text;*
* *explain the impact of the media and its influence in criminal justice policy and criminal behavior;*
* *distinguish between the Internet and print media as sources of information;*
* *identify potential bias in resources, including the assigned text*; and
* *use critical thinking and problem solving; focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media*

1. Communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form:

6.1 *utilize effective and persuasive communications skills in written and/or oral form;* and

6.2 *use accurate ‘criminal justice’ terminology in writings and oral presentations*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of lectures, class discussions, multi-media presentations, the assignment of readings and other resource material, case studies, demonstrations, and completion of various assessment instruments (reaction papers, documented research paper, and exams). Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Exam questions are blueprinted to course objectives. A rubric is used to assess the term projects (reaction papers and journal entry papers) for the performance of course objectives. Data is collected and analyzed determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and /or curricular revisions.

**Course Requirements:** All students are required to:

* + - 1. Maintain regular attendance.
      2. Actively participate in class discussions and workshops.
      3. Read the recommended textbook and any other assigned resource materials.
      4. Complete all assigned homework on time.

**Course Requirements** (continued)**:**

* + - 1. Complete all written assignments, including a reaction paper based on multiple-source research gleaned from appropriate library sources and previously published internet sources and a journal entry paper based on courtroom observations.
      2. Complete an in-class midterm and final examination
      3. Take all quizzes and exams when scheduled.
      4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Homework, quizzes and class participation 0 – 25%**

A perusal of written homework assignments and quizzes designed to demonstrate achievement of specific learning outcomes. Class participation will be based on the student’s active participation in class discussion, oral responses to questions, lateness and attendance.

* **Reaction Paper**   **15%**

The reaction paper will show evidence of the extent to which students use selected elements of the primary text and critical thinking skills to argue a thesis in standard essay format. The essay should demonstrate that the student has met course objectives, show originality, use appropriate documentation and exhibit use of critical thinking skills.

* Midterm Exam 15 – 25%

The midterm exam will show evidence of the extent to which students meet course objectives including but not limited to identifying and applying concepts, understanding terms and demonstrating evidence of basic criminal justice concepts covered during the first half of the semester.

* Journal Entry Paper 15 – 20%

The journal entry paper will show evidence of the extent to which students meet critical analysis elements of the course objectives by comparing concepts developed in the text and lectures with the realities of a courtroom setting.

* **Final Exam** **20 – 30%**

The final exam will examine the extent to which students have understood and synthesized all course content and achieved all course objectives covered during the second half of the semester.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the texts by Gaines, Larry & Miller, R. 2010. *Criminal Justice in Action* (6th edition). Belmont, California: Wadsworth, a Division of Thomson Learning and Gaines, Larry & Miller, R. 2010. *Student Study Guide for Criminal Justice in Action* (6th edition). Belmont, California: Wadsworth, a Division of Thomson Learning.

**Recommended references**:

Fagin, James. (2011). *CJ 2010.* Saddle Brook, NJ: Prentice Hall.

Masters, R, Way, L, et al (2011). *CJ Realities and Challenges*. New York, NY: McGraw-Hill

Schmalleger, Frank. (2010). *Criminal Justice Today: An Introductory Text for the 21st Century* (11th edition). Upper Saddle River, NJ: Prentice Hall.

Schmalleger, Frank. (2003). *Criminal Justice Today* (7th edition.). Upper Saddle River, NJ: Prentice Hall.

Seigel*,* Larry. 2010. *Criminology - Theories, Patterns, and Typologies* (10th edition). Belmont, California: Wadsworth, a Division of Thomson Learning.

**Unit Topic/Content Readings**

1 Criminal Justice Today ch 1

2 Why Crime Occurs ch 2

3 Defining and Measuring Crime ch 3

**Field Observation of the Courts**

4 Inside Criminal Law chs 4 & 5

5 Law Enforcement Today & ch 6

Challenges to Effective Policing

**Field Observation of the Courts** – PDC,

Arraignments or CJP

**Reaction Paper due**

6 Police and the Constitution: The Rules of Law Enforcement ch 7

7 Courts and the Quest for Justice ch 8

8 Midterm Review

9 **Midterm Exam**

10 **Field** **Observation of the Courts** – PDC,

Arraignments or CJP

Pretrial Procedures: The Adversary System in Action & chs 9 & 10

The Criminal Trial

**Field** **Observation of the Courts**

11 Final draft of **Journal Entry Paper due**

Punishment and Sentencing ch 11

12 Prisons and Jails & Behind Bars: The Life of an Inmate chs 13 & 14

**Unit Topic/Content Readings**

13 The Juvenile Justice System ch 15

14 Terrorism, Cyber Crime and the Future ch 17

**Take-home Final Exam essay due**

The Ongoing War against Illegal Drugs ch 16

15 **In-class Final Exam** (multiple choice and short answer)

Note: In CJI 101, the instructor must cover the 15 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.