

Basic Skills for Criminal Justice  
CJ 2302  
1:00-1:50 MWF

Instructor: Liza Ware  
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**Books:** *Justice, Crime and Ethics 7<sup>th</sup> edition*, authors Michael Braswell, Belinda McCarthy, Bernard McCarthy ISBN# 978-1-4377-3485 & *The Criminal Justice Student Writer's Manual 5<sup>th</sup> edition* authors William A. Johnson, JR., Richard P. Rettig, Gregory M. Scott, Stephen M. Garrison ISBN-13: 978-0-13-609357-2

**Course Description:** This class is designed to improve thinking skills such as critical thinking, legal reasoning and social-scientific thinking. We will cover ethics and professionalism. Basic skills for completing research using the Criminal legal library, Internet and other data sources will be covered. Skills for report writing, paper writing and testifying will be addressed.

**Assignments 15%:** Assignments must be typed (no handwritten work will be accepted). Discussion questions must be answered in essay format. One or two sentences is not an essay, we will cover what is expected in class.

**Quizzes 15%:** Quizzes will cover key terms and topics as well as any outside materials we may cover.

**Class Participation 10%:**

**Students are encouraged to ask questions and express opinions, however, talking among students and disruptive behavior will not be tolerated. You may bring beverages to class with you, but not food. Reading outside materials such as newspapers or other course work is not permitted during class time. Students should be prepared to engage in discussion over the assigned readings, and for possible pop quizzes. Turn off all cell phones, headphones/I-pods etc...**

**Midterm and Final: 20% each**

**Paper 20%:**

Papers will be at least 5 pages long; we will discuss the topics in class.

I do not want you to get too worried, this should be on something you find interesting, the more interested in the subject you are, the easier it is to write about. Papers will be **APA** format. We will cover this and the expectations for the paper later in class.

Students must follow instructions **failure to do so will result in an "F" for the paper.**

Paper will be in APA format, 10-12 point font in Times New Roman or Courier/ Courier New, 1" margins, and double spaced.

For those of you not familiar with APA style I have provided a link to a great site  
<http://owl.english.purdue.edu/owl/resource/560/01/>

*Abstract: Is due September 25, 2015*

**Students may turn in rough drafts any time before November 17, 2015. Papers are due November 20, 2015. Late papers will not be accepted**

**Cheating and Plagiarism:** Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of “F” on that part of the course, a possible grade of “F” for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one’s own when such work has been prepared by another person or copied from another person (see the Student Handbook).

#### **Attendance:**

The Department of Criminal Justice feels very strongly that class attendance is a direct predictor of student classroom success. Therefore, the faculty of the CJ department as a group will enforce the following student attendance policy. This policy does not supersede the SRSU policy on student attendance; it simply reinforces those stated goals. Criminal justice faculty will take class attendance. In accordance with current SRSU policy (Catalog page 69-70), when a student misses a total of 9 hours of class, the presumption is that the student will be dropped from that class with an “F”. Students who violate the SRSU attendance policy may also find that they are ineligible for any extra credit or any discretionary grading curve applied to any or all exams for that course/semester. It should also be noted that it is the **student’s responsibility** to inform the instructor prior to any University event that would cause an absence. Failure of the student to inform the instructor will result in that absence being recorded as **unexcused**. Attendance is important! Attendance demonstrates maturity, responsibility and a serious attitude toward education. Many times students wish letters of recommendation from their instructors. Prospective employers or graduate programs are all interested in a student’s class attendance record. Additionally, instructors seldom teach only from the book. Missing a class (even an excused absence) will put you at a disadvantage for all of the materials covered when you were absent such as films, presentations, and guest lectures which cannot be made up. Attendance will be taken daily and absences cannot be made up. Students should be in class **on time** and should be prepared to stay for the entire class period. Students who are late will not be counted as attending if attendance has already been taken.

**Any student needing special assistance on any aspect of the class needs to see the instructor immediately.**

**Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should**

**contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203).**

Remember this is a tentative schedule/plan for class; the Professor reserves the right to change whatever she feels is necessary.

### **Supplementary Guide for research paper**

**Research paper:** 5 pages of actual text, your cover page and works cited page are not part of your text.

#### **APA format/style**

A research paper is **not opinion**; students need to include information from at least three scholarly sources, Wikipedia is **not** a scholarly source.

Please utilize the web-site on your syllabus for help. Students may turn in rough drafts any time before November 17, 2015. Papers are due November 20, 2015. Late papers will not be accepted

#### **General APA Guidelines:**

Your essay should be typed, double-spaced with 1" margins on all sides. You should use 10-12 pt. Times New Roman font or a similar font such as Courier/ Courier.

Include a page header at the top of every page. To create a page header, insert page numbers flush right. Then type "Running head: TITLE OF YOUR PAPER" in the header flush left.

#### ***Abstract: Is due September 25, 2015***

Your abstract page should already include the page header. On the first line of the abstract page, center the word "Abstract" (otherwise unformatted, no bold, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. Your abstract should be a single paragraph double-spaced.

Keep in mind the purpose of the writing assignment.

Writing can have many different purposes. Here are just a few examples:

- Summarizing: Presenting the main points or essence of another text in a condensed form
- Arguing/Persuading: Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct
- Narrating: Telling a story or giving an account of events
- Evaluating: Examining something in order to determine its value or worth based on a set of criteria.
- Analyzing: Breaking a topic down into its component parts in order to examine the relationships between the parts.
- Responding: Writing that is in a direct dialogue with another text.

- Examining/Investigating: Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.
- Observing: Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.

**Your paper should be over something you find interesting, it is easier to write about something you find interesting. If you have any questions contact professor.**

**Tentative Schedule: Keep in mind Professor may change, add, or delete as she feels necessary**

WEEKS 1-3

Section I:

Chapter 1-Ethics, crime and justice: An introductory note to students

Chapter -2 Utilitarian and deontological approaches to criminal justice ethics

Chapter 3- Peacemaking, justice and ethics

WEEKS 4-6

Writing as Communication

Writing competently

Student Paper format

WEEKS 7-9

Section II: Ethical Issues in Policing

WEEKS: 10-12

Section III

WEEKS: 13-15

Sections IV & VI

Week 16: Finals week

### **Criminal Justice Undergraduate Program Learning Objectives (PLOs)**

**PLO 1.** Demonstrated knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities of criminal justice professionals. The ability to identify, assess, and compare Constitutional protections and individual rights and recognize violations of those Rights. Workable knowledge of the most significant legal challenges to criminal justice policy and the resulting changes to those policies.

**PLO 2.** Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

**PLO 3.** Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.