



**INTRO TO CRIMINAL JUSTICE**  
**(2024\_FALL\_11757\_CJ\_1301)**  
**Type: Classroom**  
**Building: Morelock Academic Room: 00107**  
**Monday/Wednesday 09:30 AM - 10:45 AM**  
**Start Date: 08/26/2024 End Date: 12/11/2024**

**Assistant Professor Ercan BALCIOGLU**  
(806) 604-7029  
[ercan.balcioglu@sulross.edu](mailto:ercan.balcioglu@sulross.edu)  
**Office Hours:** Tuesday afternoons by  
appointment  
**Campus Office:** MAB 109

## **COURSE MATERIALS**

*The following course materials are required:*

**Schmallegger, Frank. 2024. *Criminal Justice Today (17th ed.)*. Upper Saddle River, NJ: Pearson. ISBN-13: 9780137952908.**

American Psychological Association (October 2019), Publication Manual of the American Psychological Association, 7th Edition, <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional material (e.g. extra readings, videos, etc.) will be posted on Blackboard throughout the semester.

## **SRSU LIBRARY SERVICES**

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [www.library.sulross.edu](http://www.library.sulross.edu). Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

Once you logged in to your Sul Ross Account on Blackboard you should be automatically connected to the library webpage as well. Thus, you can browse the online databases of the University and reach the articles on the reading list.

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## **COURSE DESCRIPTION**

An overview of the criminal justice system, with a focus on decision points and administrative practices in police, criminal court, and correctional bureaucracies. The historical evolution of criminal justice agencies is covered along with basic criminal procedures.

## **COURSE LEARNING OBJECTIVES**

This course is designed to provide knowledge about various topics related to the American Criminal Justice system. Upon successful completion of this course, students will be able to:

1. Analyze the fundamentals of the criminal justice system for analyzing how society through police, courts, and corrections responds to the problem of crime.
2. Examine and discuss the processes and underlying philosophies of criminal law and punishment.
3. Evaluate the different social and individual theoretical approaches explaining crime. Students will learn information about the theories such as strain, subculture, differential association, social control, ethnic succession, and psychological theories.
4. Synthesize the pros and cons of the American System of Criminal Justice.
5. Critically question different parts of the criminal justice system, their current functions, and

- their interrelationships with each other.
6. Develop competencies in analyzing criminal issues and promoting possible solutions for crime-related social problems.
  7. Evaluate the main goals of contemporary criminal sentencing. Compare traditional sentencing options and alternative sentences and their relationship to justice reinvestment strategies.
  8. Compare the advantages and disadvantages of probation and parole. Compare and contrast the work of probation and parole officers
  9. Discuss the history of drug abuse and anti-drug legislation in America. Explain the link between drugs and other social costs
  10. Critically evaluate different criminal justice systems around the world. Theorize the effects of globalization on criminal activities. Explain different transnational threats such as cybercrime, organized crime, and terrorism.

### General Classroom Policies

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Students are encouraged to attend the class, 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. Electronic devices are never allowed to use in class in a way to distract the instructor and other students. Keep your mobile phone in silent mode, otherwise switch it off. There will be one general rule in class which applies to all situations. This is also called “golden rule”. TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED.

### SRSU Distance Education Statement

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Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### Course Assessment

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**1 - Quizzes (100 points total):** Every week there will be a quiz for the related chapters. There will be 10 quizzes in total. Quiz dates are indicated in the weekly course schedule. Each quiz will have different points and you will get 100 points in total.

**2 - Midterm Exam and Final Exam (100 Points each):** There will be a midterm exam and a final exam in this class. These exams will cover the assigned chapters and other relevant material covered in the course up to the date of the examination. The final exam will be cumulative, which means that the material from the entire course will be covered. Each of these exams will be worth 100 points. No make-up test will be given, unless an uncontrollable emergency or illness arises (written proof required).

**3 - Assignments (100 points):** There will be semester project on writing a research proposal. The semester project is designed to get you actively involved in the social research process by writing a 10 - 15-page research proposal. The project is split into sections that will be assigned over the course of the semester in conjunction with the course readings. A final version of the paper is due at the end of the semester. The paper is comprised of five sections (assignments): Assignment 1 - Introduction, Assignment 2 - Literature Review, Assignment 3 - Methods, Assignment 4 - Measurement and Sampling, and Assignment 5 - Research Proposal with Discussion and Conclusion. Each of these assignments will be worth 20 points.

**4 - Attendance (20 points):** Attendance is important! Attendance demonstrates maturity, responsibility and a serious attitude toward education. I believe that regular and punctual attendance is an integral part of the learning process. 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. If I have begun class by the time you enter, you should make sure that I counted you as present by checking with me after class.

In accordance with current SRSU policy, when a student misses a total of 9 hours of class (6 classes), the presumption is that the student will be dropped from that class with an “F”. Please note 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.

Below is the points that you will receive as your attendance grade:

Full attendance	: 20 points	3 Missed classes	: 8 points
1 Missed class	: 16 points	4 Missed classes	: 4 points
2 Missed classes	: 12 points	5 Missed classes	: 0 points
***6 Missed classes: Your final grade will be “F” according to SRSU Attendance Policy***			

### Academic Integrity

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Sul Ross State University students are responsible for reading, understanding, and abiding by the “[Sul Ross Student Handbook](#)”. Sul Ross State University and the instructor of this course both place a high priority on the academic integrity of their student scholars. As a result, all institutional guidelines and instructional policies concerning academic integrity will be strictly and uniformly enforced with all students regardless of context.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- turning in work as original that was used in whole or part for another course and/or professor;
- turning in another person’s work as one’s own;
- copying from professional works or internet sites without citation;
- collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### APA Style

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This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a number of resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

### **Student Support Services**

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Sul Ross State University has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, students are encouraged to contact SSS at (432) 8379118 or visit Ferguson Hall Room 105.

Counseling: Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer inperson counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)**

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Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

### **Late Assignment Submission Policy**

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Students are supposed to finish their coursework on time and assignments must be submitted before the deadlines. In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments and take their exams in a timely manner. If an assignment/exam is missed or late the students are expected to show an appropriate cause for this issue. Late assignments will not be accepted unless there is an excuse that is recognized by the university. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments and exams.

### **Departmental Bachelor's Degree Program Marketable Skills**

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The Texas Higher Education Coordinating Board (THECB) sets statewide goals through the 60x30TX initiative. The THECB plan includes four major goals in 60x30TX: Educated Population, Completion, Marketable skills, and Student debt. The [60x30TX](#) plan was designed to tie together all four student-centered goals. 60x30, which measures the educated population in Texas, is the overarching goal at the center of the plan and calls for 60 percent of 25- to 34year-olds in Texas to hold a credential or degree by 2030. The 60x30 goal is supported by the other three goals (completion, marketable skills, student debt) that will get Texas to 60 percent by 2030.

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. Students who can effectively market their skills to potential employers can secure employment that pays competitively. Marketable skills include interpersonal, cognitive, and applied skill areas, are valued by employers, and are primary or complementary to a major. Marketable skills are acquired by students through education, including curricular, co-curricular, and extracurricular activities. Marketable skills are often called “employability skills” in other countries, or “transferable skills” here in the states. They include both technical and soft skills.

The marketable skills of Homeland Security and Criminal Justice BS Programs are listed as follows:

1. Students Develop Verbal and Written Communication Skills.
2. Students Access Resources with Crime Data and Work with Numbers and Demonstrate Quantitative Skills.
3. Students Use Critical Thinking and Observation.
4. Students Use Teamwork and Work Collaboratively.
5. Students Develop Multicultural Understanding.
6. Students Analyze the Factors Contributing to Crime.
7. Students Know Legal Codes & Procedures and Safety.

### **Classroom Climate of Respect**

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Students are expected to respect their classmates' and instructors' privacy and the work or comments they produce. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

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I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Other Course Expectations**

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- Remember that this is a college course, therefore, college level work will be expected which includes proper APA format, proper grammar, sentence structure, and organizational structure.
- Review the syllabus so that you may be aware of assignments and papers; contact me for any clarifications.

### **Grading**

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10 Quizzes	100 points
1 Midterm Exam	100 points
1 Final Exam	100 points
Attendance	20 points
<b><u>Total</u></b>	<b><u>320 points</u></b>

<b>Final Grading Scale</b>
<b>A 320 - 278</b>
<b>B 277 - 236</b>
<b>C 235 - 194</b>
<b>D 193 - 152</b>
<b>F 151 &amp; below</b>

**I. Discussion boards:** Most weeks, there will be a discussion question posted per each Unit. Please post your original response to the boards by **Wednesdays** of each week. This response needs to contribute in a significant way to the topics and can include information from the readings as well as personal experience and knowledge from other courses, academic sources, and employment. All responses are due by midnights on **Sundays**.

**II. Reflection papers:** A reflection paper is a personal reflection and reaction to the specific issues covered in the chapter readings. Provide an analysis of these readings as well as your own personal thoughts/insights related to the issues. These opinions can be based on personal knowledge, training, or experience. You must incorporate related information from cited scholarly journal or referenced articles in your Reflection Paper, in addition to the course text.

**III. Current Event:** Select a local, state, or national news story regarding a current US border issue.

**IV. Article Reviews:** These are critical evaluations of a specific research topic based on previously published research that stimulates new ideas for future research.

**V. Research paper:** There will be a major research paper in this class. The paper will include a topic that can be related to any issue related to US border security you find interesting.

**COURSE SCHEDULE**

This schedule is subject to change at the discretion of the instructor. Please check Blackboard regularly for any updates.

WEEK	DATES	TOPIC(S)	READING
1	Aug 26-Sep. 1	Welcome and Course Introduction & Requirements What Is Criminal Justice? <span style="color: red;">Due: Discussion Posts # 1</span>	Course Syllabus (Blackboard) Chapter 1

2	Sept 2- 8	The Crime Picture <b>Due: Discussion Posts # 2</b> <b>Labor Day</b>	Chapter 2
3	Sept 9-15	The Search for Causes <b>Due: Quiz # 1</b>	Chapter 3
4	Sept 16-22	Criminal Law <b>Due: Discussion Posts # 4</b> <b>Due: Quiz # 2</b>	Chapter 4
5	Sept 23-Sept 29	Policing: History and Structure	Chapter 5
6	Sept 30-Oct 6	Policing: Legal Aspects <b>Due: Quiz # 3</b>	Chapter 7
7	Oct 7—13	Policing: Issues and Challenges <b>Due: Quiz # 4</b>	Chapter 8
8	Oct 14-20	The Courts: Structure and Participants <b>Due: Quiz # 5</b>	Chapter 9
9	Oct 21-Oct 27	<b>MIDTERM EXAM 1 (Wednesday) Covers Chapters 1, 2, 3,4,5,6,7,8 &amp; 9)</b>	
10	Oct 28-Nov 3	Sentencing <b>Due: Quiz # 6</b>	Chapter 11
11	Nov 4-10	Probation, Parole, and Reentry <b>MIDTERM 2 (Wednesday) Covers Chapters 5, 7, 8, 9, &amp; 11.</b>	Chapter 12
12	Nov 11-17	Prisons and Jails <b>Due: Quiz # 7</b>	Chapter 13
13	Nov 18-Nov 24	Juvenile Justice & High-Technology Crimes <b>Due: Quiz # 8</b>	Chapters 15 and 18
14	Nov 25- Dec 1	<b>THANKSGIVING HOLIDAY</b> Drugs and Crime <b>Due: Quiz # 9</b>	Chapter 16
15	Dec 2-8	Terrorism, Multinational Criminal Justice, and Global Issues <b>Due: Quiz # 10</b>	Chapter 17
16	Dec 10	<b>FINAL EXAM (Wednesday) @ 09:30pm, Covers all Chapters</b>	

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