LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s).

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current--Complete all cells</th>
<th>Proposed--Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>None</td>
<td>Goal Area 9</td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>CRJS 1120</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Criminal Justice and Society</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.</td>
<td>A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system. Goal Area 9</td>
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<tr>
<td>Prerequisite(s)</td>
<td>None</td>
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<tr>
<td>Credits</td>
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<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>Every Semester</td>
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</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.

Criminal Justice dropped CRJS 1000 from curriculum. Replace as Lib Ed.
III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Elizabeth Hagensen</th>
<th>Elizabeth Hagensen</th>
<th>09.02.16</th>
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<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
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<tr>
<th>Department Chair:</th>
<th>Elizabeth Hagensen</th>
<th>Elizabeth Hagensen</th>
<th>09.02.16</th>
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<tr>
<th>Dean:</th>
<th>Troy Gilbertson</th>
<th>Troy Gilbertson</th>
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<tr>
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Person to be contacted for further information:

Name: Elizabeth Hagensen  Phone: 218-755-2841  E-mail: ehagensen@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<tr>
<td>Dean</td>
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<tr>
<td>Academic Affairs (for tracking)</td>
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<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
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<tr>
<td>Liberal Education Committee</td>
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<tr>
<td>Curriculum Report</td>
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<td>Faculty Senate</td>
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<tr>
<td>Academic Affairs</td>
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<td>X</td>
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GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Criminal Justice and Society
Course prefix and number: CRJS 1120
Credits: 3
Course description: A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.
Are there any prerequisites? NO
Reasons for creating this course: (existing)
How often will this course be offered? Every semester; oncampus both fall and spring with fall a large lecture class (100+), online fall only; regularly offered during summer
What is the projected maximum class size (cap)?
1. Fall oncampus = 100+
2. Fall online = 30
3. Spring oncampus = 30 (or faculty discretion to increase depending on classroom availability)
4. Summer = 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

- Students need to take one course and earn at least two credits (CRJS 1120, 3 credits)

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

___X___A. Students will be able to
- Examine their own ethical views.
- Articulate their own ethical views.
- Apply their own ethical views.
__X__ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

__X__ C. Students will be able to
  - Discuss the ethical dimensions of legal, social, and scientific issues.
  - Analyze the ethical dimensions of legal, social, and scientific issues.

__X__ D. Students will be able to distinguish the diversity of political motivations and interests of others.

__X__ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

__X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

_____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

__X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

**STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED**

As you create the materials to be submitted (e.g., a course syllabus) please **detail** how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.

**Targeted Goal Competencies:**

1. Students will be able to
   - Examine their own ethical views.
   - Articulate their own ethical views.
   - Apply their own ethical views.
   - *(assessed through selected readings followed by essay questions)*
     - See example lecture slides: all contain critical discussion questions, see also activity directions and questions embedded within lecture slides
     - Example activity instructions: Criminal Fairy Tale, Activity 1

2. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.
3. Students will be able to
   - Discuss the ethical dimensions of legal, social, and scientific issues.
   - Analyze the ethical dimensions of legal, social, and scientific issues.
   - (assessed through essays and activities)
     - See example lecture slides: all contain critical discussion questions, see also activity directions and questions embedded within lecture slides
     - Example activity instructions: Activity 1

4. Students will be able to distinguish the diversity of political motivations and interests of others.
   - (assessed through essays and activities)
   - See example lecture slides: all contain critical discussion questions, see also activity directions and questions embedded within lecture slides, specifically Module 3, 14 and 15.
   - Example activity instructions: see all Beccaria-related activities.

5. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.
   - (assessed through scenario based questions)
   - Example activity: See Activity 1

Targeted Critical Thinking Competencies:

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
   - (assessed through essays and activities)
   - Example activity: see all Beccaria-related activities found in lecture slides.
   - Example Activity 1

2. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
   - (assessed through essays and activities)
   - Example activity: lecture slides for Modules 3 and 8

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Criminal Justice and Society
Sample Syllabus

CRJS 1120
TERM YEAR

Instructor: xx
Office: xx
Phone: xx
Email: xx


(examples)

Note: There are many versions of this book by many different translators. Translation is important. This book contains culturally appropriate translation. In additional to cultural rather than literal translation, this version of the book includes an excellent discussion of the history of both the author and book—both of which are important to understand. This specific version of the book is required.

**Course Description:**
A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system.

**Liberal Education Learning Outcomes and Competencies**

**Goal Area 2; Students will be able to**
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses and evaluations made by ourselves and others.

**Goal Area 9; Students will be able to**
1. Examine, articulate, and apply their own ethical views.
2. Apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.
3. Discuss and analyze ethical dimensions of social and scientific issues.
4. Distinguish between the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.
COURSE REQUIREMENTS

AT A GLANCE:
- 12 Activities
- 13 worksheet style quizzes
- 4 Exams
- NO major project…but…
- One of the activities is a creative writing activity (Criminal Fairytale)
- Modified self-paced structure = you may work ahead, but not fall behind

GRADING
Your final grade is based on a straight point calculation: points earned/points offered.
A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)

Assignments and activities: For most modules there will be an assignment and/or activities. The book On Crimes and Punishments will be used for several of the activities.

Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or activities at any time.

Unless otherwise instructed assignments will be turned in using TurnItIn.com. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless otherwise directed.

Assigned readings: For each module we will have assigned readings. Additional readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may also be required. Required readings also include lecture slides. Most of the lecture slides are to help guide your reading. In some modules, the lecture notes add content that was missed in the text. The best example is for module 3—the authors presented a sociological view of criminological theory, which isn't as complete as it should be. Lecture slides contain a more detailed discussion of criminological theory. Additional content contained in the lecture slide will appear in the quizzes and exams.

Quizzes: Each module includes a quiz. Quizzes are executed via D2L, found within the Assessment tab, Quiz section. Quizzes must be submitted by the “no later than” (NLT) time and date. To stress: late submissions are not allowed. Quizzes are more like online worksheets—designed to guide you through the reading while getting you to think about the content. I fully expect you’ll have an open book while taking the quizzes and exams. Be forewarned—it’s best that you read before you take the quiz. Quizzes are timed. I really don’t care how well you can copy & paste and recite words. DO NOT take words verbatim from the textbook for your quizzes—you must use your own words.

Exams: There will be four exams. These exams cover the required readings, lecture, and information learned from the activities.

Extra Credit: You can earn up to 20 points of extra credit for self-initiated activities such as campus events, field experiences and other types of non-classroom experiences. All extra credit activities must be approved ahead of
time and must be completed by the last day of classes for the semester. If using campus events and or field experiences (e.g., ride-a-long, interviews, job shadow) documentation of attendance or participation must be provided along with a critical reflection about your experiences and what you learned. Extra credit documents are to be turned in using D2L extra credit dropbox. Talk with Dr. Hagensen for further information if you would like to do extra credit.

**TurnItIn:** For this class we will be using TurnItIn.com for assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: http://turnitin.com

  - Class ID: xxxx
  - Enrollment Password: xxxx

When you submit a paper through TurnItIn.com, the software will review the submitted document and provide you with a “similarity index”. This index tells you how much of your paper is similar to other papers and other reviewed content (which, by the way, includes internet content).

  - Papers with more than 20% similarity index will generally not be accepted. This means pay attention to how much direct quoting you do. The vast majority of your work should be in your own words. If you submit a paper with an unacceptable similarity index send me an email and I will review it for the final determination about acceptability. You are responsible to monitor your submission. If you do not send me an email and I see an unacceptable similarity index the paper will not be reviewed. Yes, sometimes papers may receive a high similarity index because you repeat the question asked, which is similar to others who also include the question asked. That is generally not a problem and is easy to identify; however, you can avoid that situation by not repeating the questions asked.

  - Papers with plagiarism will not be accepted, regardless of similarity index. No exceptions.

**Authorized absences:** Unless you have an authorized absence for missing class/a due date you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete, authorized absences are those associated with your athletic participation and must be brought to the professor’s attention prior to the absence IAW with University policy.

**Written paper formatting:** (general collegiate formatting)

Place your full name, course name and semester and date in the top right corner
Black ink on white paper
  - 12 pt., Times New Roman font
Double spaced
  - 1” margins all around
  - No watermarks, background images, or borders
  - If more than one page, place page numbers in lower right hand corner
Number pages X of X (for example 1 of 3)
Portrait paper orientation

**For this class, we follow APA 6th edition for citation and reference style.** In this class we use the American Psychological Association (APA) 6th edition publication manual for citation and reference style. Other professors may require a different citation style. (Helpful hint: you should always know what citation style your professors require.)

About the grading of open-ended questions:
An acceptable answer (“C” level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.

A good answer (“B” level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.

An excellent answer (“A” level grade) fully addresses the question/all parts the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.

In this course, you will be exploring your personal opinions and legal opinions on matters related to crime and justice. When responding to essay questions, unless otherwise stated, you must incorporate course-related material and supporting argument to your opinions. Unless otherwise stated, do not write your responses strictly on the basis of your opinions.

While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. You need to use your own words. Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in cases where specificity of language is necessary. If you use words verbatim, lifting three or more words or specific unique phrases, you must use direct quotes and cite the page numbers within your in-text citation as directed in 6th ed. APA style.

See also section titled “Plagiarism”.

Academic integrity and general conduct: You are responsible to read and abide by the rules contained within the student handbook: http://www.bemidjistate.edu/students/handbook/. Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

Plagiarism: Plagiarism is a serious academic crime and will be dealt with accordingly. Plagiarism includes:

- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as original

To correctly source and cite your materials, keep the following in mind:

- **Any words, thoughts, or ideas** that are not your own must be cited.
- **Use direct quotes** when using three or more words in a row from a source or when borrowing a catch phrase. You then must use an in-text citation.
- **When directly quoting**, you must include the page number in the in-text citation.
- **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.
- **When you lift ideas or concepts**— which means to reword, use your own wording for a concept, or discuss ideas or concepts from another’s work, you must cite the source. If you read something from a source, decide to incorporate it but change a few words around— technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.

Plagiarism is like speeding in terms of intent— Intent doesn’t matter. Sometimes you don’t mean to speed; you’re speed just crept up there or you were in a hurry and needed to get somewhere. If you get pulled over, you are still responsible for the fact that you were speeding whether or not you intended to do it (by the way, this is called strict liability.) Just like speeding, you will be held responsible for plagiarizing—even if you didn’t
mean to. That means study up on proper citation methods. See the 6th Edition APA manual. “Dr. Hagensen, I didn’t know it was plagiarism” is the equivalent of “I’m sorry officer; I didn’t know that I was speeding”. Zero excuses. See 6th Ed. APA manual.

**Plagiarism is like shoplifting or theft in terms of harm.** As innocent as not citing a source seems, in some instances, it’s a crime—intellectual property theft, copyright violations for example. Presentation of words, thoughts, ideas, research and other scholarly and intellectual efforts is how authors/writers, academics and researchers make a living. Our words, thoughts, ideas, research, and other scholarly efforts are much like the physical inventions of engineers and inventors, and ‘things’ you find in stores protected by various copyright, patent, trade, and trademark laws. The fruits of our labor are intellectual property. Plagiarizing is stealing our work. Give credit where credit is due. (http://www.plagiarism.org/ask-the-experts/faq/)

**Communications and D2L:** In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via email is done using your BSU email account. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.
Course Schedule

This course schedule is tentative and subject to change. ALL items due are due no later than 11:59pm on the date listed. Specific learning objectives outlined below.

Remember: required reading includes the lecture slides (found in D2L Materials/Content)

Module 1: [closes xx] Introduction and Welcome; POST basics and eligibility
- Required reading: Syllabus and POST documents (D2L)
- Quiz: Syllabus
- Quiz: POST
- Activity: About Me Survey (located D2L/Assessments/Surveys)
  - Articulate course expectations
  - Explain the structure, flow of the course
  - Identify the eligibility requirements to become a peace officer in MN

Module 2: Criminal Justice Today, “The System”
- Required reading: Chapter 1 and BJS chart (D2L)
- Quiz: The CJ sequence of events
- Activity: Short essay questions models of justice
  - Explain how society determines which acts are criminal
  - Define “crime” and “victim”
  - Contrast crime control and due process models
  - Explain the concept of case attrition within the criminal justice system
  - Name pillars of the criminal justice system and their functions
  - Explain the relationship between police, courts, corrections, and victim services

Module 3: Causes of Crime, Juvenile Justice
- Required reading: Chapter 2 and 15
- Quiz: Causes of Crime, Juvenile Justice
- Activity: Criminal fairytale (activity assigned, nothing due this module)
  - Identify and explain the major historical and modern theories of offending
  - Compare and contrast “choice” and “causation” assumptions about human behavior and its relationship to criminological theory
  - Identify the common correlates of crime
  - Explain the difference between adult and juvenile courts
  - Discuss the rationale behind the formation of juvenile courts

Module 4: The Crime Picture: Offenders and Victims
- Required reading: Chapter 3
- Quiz: The Crime Picture: Offenders and Victims
- Activity: Criminal fairytale submission
  - Explain how behaviors becomes defined as criminal
  - Explain the difference between mala in se and mala prohibita
  - Explain the structure and reporting of crime to the UCR
  - Identify and explain victimization surveys and self-report surveys as measures of crime
  - Identify and discuss factors that affect crime rates
  - Explain the differences between and uses of descriptive and inferential research

Module 5: Inside Criminal Law
- Required reading: Chapter 4
Quiz: Inside Criminal Law
Activity: Peer review criminal fairytale (1 self-review, 2 peer reviews) see TurnItIn.com.
- Describe the sources and functions of American criminal law
- List and describe the excuses and justifications for criminal defense
- Explain the concepts of stare decisis and precedence
- List and describe the elements of a crime

Module 6: Exam 1 (Basics of the system)—content from module 1 through 5

Module 7: Law Enforcement Today and Policing
Required reading: Chapter 5 and 6
Quiz: Law Enforcement Today and Policing
Activity: Essay questions: Educational requirements for law enforcement
- Explain the Wickersham Commission and its impact on policing
- List and describe the responsibilities of police
- Identify and describe the historical eras of American policing
- Discuss major concerns with police use of discretion; ethical dilemmas
- List and describe the different law enforcement response strategies

Module 8: Policing and the Rules of Law
Required reading: Chapter 7
Quiz: Policing and the Rules of Law
Activity: Reflection paper: Sheepdog, sheep, wolves
- List the four main sources of probable cause
- Identify the fundamental constitutional safeguards that underlie police process
- List and discuss the major elements of the Miranda warning
- List the four elements that must be present for an arrest to take place
- Identify and discuss the basic rules of lawful searches and seizures

Module 9: Exam 2 (Law enforcement basics)—content modules 7 through 9

Module 10: The Courts
Required reading: Chapter 8
Quiz: The Courts
Activity: Essay, On Crimes and Punishments
- Describe the four main functions of the courts
- Discuss the concept of jurisdiction as it applies to both geography and subject-matter
- Explain how a case is brought before the supreme court
- List and describe the members of the courtroom working group

Module 11: Pretrial and Trial
Required reading: Chapter 9 and 10
Quiz: Pretrial and Trial
Activity: Essay, In order for punishment not to be
- Compare and contrast the role of defense and prosecuting attorneys
- Discuss what factors influence a judge’s use of discretion
- Identify and explain the basic protections defendants possess
- Describe the process of jury selection, list and describe the major affirmative defenses
- Explain the role of a victim in the criminal justice system
Module 12: Punishment and Sentencing
Required reading: Chapter 11
Quiz: Punishment and Sentencing
Activity: Essay, Torture
  • List and describe the basic philosophical reasons for sentencing
  • List and describe the basic forms of punishment
  • Describe the steps in the sentencing process, and explain a “stay” or “suspended” sentence
  • Discuss the role of the victim in the CJ system; discuss the critical issues with victim participation
  • Explain both sides of the death penalty debate

Module 13: Exam 3 (Judiciary basics)—content modules 11 through 14

Module 14: Probation, Parole, Community Corrections
Required reading: Chapter 12
Quiz: Probation, Parole, Community Corrections
Activity: Essay, Punishments and Promptness of Punishments
  • List and describe at least five sentencing options other than incarceration
  • Explain general terms and conditions of probation
  • Discuss the rationale behind community-based correctional programs
  • Describe the different levels of community supervision
  • Explain the function of a probation and parole officers

Module 15: Prisons and Jails
Required reading: Chapters 13 and 14
Quiz: Prisons and Jails
Activity: Essay, Imprisonment, Injury to Honor
  • Compare and contrast prisons and jails
  • Discuss early penal theories and philosophy surrounding reformatories and penitentiaries
  • Explain the factors associated with the dramatic grown in prison population
  • Identify and describe the different types of prisons (security classifications, architectural design)
  • Discuss reasons for violent behavior in prisons

Module 16: Final exam, Exam 4 (Corrections basics, accumulative) content from modules 1 through 16

Accommodations: Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu.
CRJS 1120
Summer 2015 01 JUN through 31 JUL
Online

Instructor: Dr. Elizabeth Hagensen
Office: Bensen 312
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Note: There are many versions of this book by many different translators. Translation is important. In additional to translation, this version of the book includes an excellent discussion of the history of both the author and book—both of which are important to understand. This specific version of the book is required.

Course Description:
A general introduction to the philosophies, principles, and social aspects which underlie the formulation of law and administration of justice in the United States. Provides an overview of the institutions and relationships of those agencies composing the criminal justice system and an introduction to systems theory. Includes computer-based exercises that familiarize students with available data sources, interrelationships between criminal justice and the larger society, and possible outcomes of alternative policy choices.

COURSE REQUIREMENTS

AT A GLANCE:
• 12 Activities (turned in through TurnItIn.com)
• 13 Quizzes (Really, they’re more like an online worksheet taken through D2L)
• 4 Exams (Exam 4 = “final” exam also in D2L)
• NO major project…but…
• 1 of the activities is a creative writing activity (Criminal Fairytale)
• Modified self-paced structure = you may work ahead, but not fall behind

GRADING
Your final grade is based on a straight point calculation: points earned/points offered.
A = 90% and up
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below (fail)
**Assignments and activities:** For each module there will be an assignment(s) and/or activity. The book *On Crimes and Punishments* will be used for several of the activities.

Note: the professor reserves the right to offer unannounced quizzes and assignments, and/or activities at any time.

Unless otherwise instructed assignments will be turned in using TurnItIn.com. With that said, it means that handwritten assignments, emailing assignments, and assignments dropped into D2L will not be accepted unless otherwise directed.

**Assigned readings:** For each module we will have assigned readings. Additional readings such as journal or magazine articles, current news articles, blogs or assigned viewings (e.g. freely available internet videos) may also be required. Required readings also include lecture slides. Most of the lecture slides are to help guide your reading. In some modules, the lecture notes add content that was missed in the text. The best example is for module 3—the authors presented a sociological view of criminological theory, which isn’t as complete as it should be. Lecture slides then contain a more detailed discussion and such additional discussion is on the quiz.

**Quizzes:** Each module includes a quiz. Quizzes are executed via D2L, found within the Assessment tab, Quiz section. Quizzes must be *submitted* by the “no later than” (NLT) time and date. To stress: late submissions are not allowed. Quizzes are more like online worksheets—designed to guide you through the reading while getting you to think about the content. I fully expect you’ll have an open book while taking the quizzes and exams. Be forewarned—it’s best that you read before you take the quiz so you know lay of the land. Quizzes are timed. Also, DO NOT take words verbatim from the textbook—you need to use your own words. That’s how I know you understand the content. I really don’t care how well you can copy & paste and recite words.

**Exams:** There will be four exams. These exams cover the required readings, lecture, and information learned from the activities.

**Extra Credit:** You can earn up to 20 points of extra credit for self-initiated activities such as campus events, field experiences and other types of non-classroom experiences. All extra credit activities must be approved ahead of time and must be completed by the last day of classes for the semester. If using campus events and or field experiences (e.g., ride-a-longs, interviews, job shadow) documentation of attendance or participation must be provided. Extra credit documents are to be turned in using D2L extra credit dropbox. Talk with Dr. Hagensen for further information if you would like to do extra credit.

**TurnItIn:** For this class we will be using TurnItIn.com for assignments. Papers will not be accepted in-hand, via D2L Dropbox or via email unless otherwise stated.

Go to this site: http://turnitin.com
Class ID: 9978032
Enrollment Password: CJandSociety

When you submit a paper through TurnItIn.com, the software will review the submitted document and provide you with a “similarity index”. This index tells you how much of your paper is similar to other papers and other reviewed content (which, by the way, includes internet content).

- Papers with more than 20% similarity index will generally not be accepted. This means pay attention to how much direct quoting you do. The vast majority of your work should be in your own words. If you submit a paper with an unacceptable similarity index send me an email and I
will review it for the final determination about acceptability. You are responsible to monitor your submission. If you do not send me an email and I see an unacceptable similarity index the paper will not be reviewed. Yes, sometimes papers may receive a high similarity index because you repeat the question asked, which is similar to others who include the question asked. Not a problem and that is easy to identify.

- Papers with plagiarism will not be accepted. No exceptions.

**Authorized absences:** Unless you have an authorized absence for missing class you must be in class to take a quiz and/or receive in-class activity points. If you miss a quiz or an in-class activity, your score will be recorded as zero. Authorized absences must be supported with verifiable documentation. An authorized absence may include, and is not limited to, the following types of situations: medical, military service, official BSU service/function, or a death in the family. If you are a student-athlete, authorized absences are those associated with your athletic participation and must be brought to the professor’s attention prior to the absence IAW with University policy.

**Written paper formatting: (general collegiate formatting)**

- Place your full name, course name and semester and date in the top right corner
- Black ink on white paper
- 12 pt., Times New Roman font
- Double spaced
- 1” margins all around
- No watermarks, background images, or borders
- If more than one page, place page numbers in lower right hand corner
- Number pages X of X (for example 1 of 3)
- Portrait paper orientation

**For this class, we follow APA 6th edition for citation and reference style.** In this class we use the American Psychological Association (APA) 6th edition publication manual for citation and reference style. Other professors may require a different citation style. (Helpful hint: you should always know what citation style your professors require.)

About the grading of open-ended questions:

- An acceptable answer (“C” level grade) addresses the question/each part of the question, incorporates information from the required readings, and is generally well written and in keeping with formatting and citation requirements. Basically speaking, acceptable answers minimally address the question(s) posed.
- A good answer (“B” level grade) addresses the question/all parts of the question, incorporates lecture material and assigned reading materials, is well written, and is generally free of typo’s, grammar, and sentence construction issues. Good answers are formatted and cited appropriately.
- An excellent answer (“A” level grade) fully addresses the question/all parts the question, incorporates lecture materials, assigned reading materials, or materials from outside sources. Excellent answers show breadth and depth of understanding the topics. They are skillfully written using appropriate discipline-specific language and they are formatted and cited appropriately.

Unless specifically asked for your opinion, feelings, or beliefs, all such matter must be supported by relevant discussion and/or facts from the required readings, class discussion, or other course-related materials. Incorporating material from outside resources is also strongly encouraged.
When responding to essay questions, you must incorporate course-related material. Do not write your response strictly on the basis of your opinions. While you are expected to incorporate the course-related material, this does not mean that the bulk of your responses are taken verbatim from the materials. You need to use your own words. Lifting words verbatim from the materials is acceptable, but only as a way to strengthen your essay or in cases where specificity of language is necessary. If you use words verbatim, lifting three or more words or specific unique phrases, you must use direct quotes and cite the page numbers within your in-text citation as directed in 6th ed. APA style. See also section titled “Plagiarism”.

**Academic integrity and general conduct:** You are responsible to read and abide by the rules contained within the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/). Any form of academic dishonesty (e.g., cheating, plagiarism, and misrepresentation), inappropriate behavioral conduct, or general disruptive conduct will not be tolerated and will be dealt with in accordance with University Policy.

**Plagiarism:** Plagiarism is a serious academic crime and will be dealt with accordingly. Plagiarism includes:

- Presentation of another author’s work (including text, statistics, quotes or ideas) as your own, whether intentional or not; this includes lifting concepts, ideas, and more than three words in a row from someone else’s work
- Including material without proper citation
- Purchasing or downloading papers on-line and presenting them as your own work
- Submitting work written by someone other than you as original

To correctly source and cite your materials, keep the following in mind:

- **Any words, thoughts, or ideas** that are not your own must be cited. You must give credit where credit is due.
- **Use direct quotes** when using three or more words in a row from a source or when you are borrowing a catch phrase you must use quotation marks and an in-text citation which includes the page number location of the lifted words.
- **When directly quoting**, you must include the page number in the in-text citation.
- **When you paraphrase** you must cite the original author, although you do not have to use direct quotes. Paraphrase means to summarize a body of work, whether you are discussing something as large as an entire book or as small as a sentence.
- **When you lift ideas or a concept**—which means to reword, use wording for a concept, or discuss ideas or concepts from another’s work, you must cite the source. If you read something from a source, decide to incorporate it but change a few words around—technically speaking those may be your words, but they are not your thoughts or ideas. You must cite your source.

**Plagiarism is like speeding in terms of intent**—sometimes you intend to do it. Such as when you are in a hurry and set the cruise at 10 mph over. You know it is speeding but you do it anyway because you think you won’t get pulled over for “only” ten over. Other times, you don’t mean to do it; your speed just sort of crept up there or you didn’t know the speed limit. In either event, you were speeding. Intent doesn’t matter. You are still responsible for the fact that you were speeding just like you will be held
responsible for plagiarizing. “Dr. Hagensen, I didn’t know it was plagiarism” is the equivalent of “I’m sorry officer; I didn’t know that I was speeding”. Zero excuses. See 6th Ed. APA manual.

**Plagiarism is like shoplifting or theft in terms of harm.** In some instances, it’s a crime—intellectual property theft, for example. Presentation of words, thoughts, ideas, research and other scholarly and intellectual efforts is how authors/writers, academics and researchers make a living. Our words, thoughts, ideas, research, and other scholarly efforts are much like the physical inventions of engineers and inventors, and ‘things’ you find in stores protected by various copyright, patent, trademarks. The fruits of our labor are intellectual property. Plagiarizing is stealing our work. Give credit where credit is due.

**Communications and D2L:** In this class we will use D2L to communicate (News, Discussion, and email), for grading (Grades), and to store course documents (Content and News). Communication via email is done using your BSU email account. It is your responsibility to ensure that you have access to your email and that you check your email regularly. Any correspondence regarding grades or other protected information will be done using only your BSU email account.
Course Schedule

This course schedule is *tentative* and subject to change. Module descriptions include select learning outcomes. ALL items due are due no later than 11:59pm on the date listed.

**Remember: required reading includes the lecture slides (found in D2L Materials/Content)**

**Module 1:** closes 01 JUN. Introduction and Welcome; POST basics and eligibility
- Required reading: Syllabus and POST documents (D2L)
- Quiz: Syllabus
- Quiz: POST
- Activity: About Me Survey (located D2L/Assessments/Surveys)
  - Articulate course expectations
  - Explain the structure, flow of the course
  - Identify the eligibility requirements to become a peace officer in MN

**Module 2:** closes 03 JUN. Criminal Justice Today, “The System”
- Required reading: Chapter 1 and BJS chart (D2L)
- Quiz: The CJ sequence of events
- Activity: Short essay questions models of justice
  - Explain how society determines which acts are criminal
  - Define “crime” and “victim”
  - Contrast crime control and due process models
  - Explain the concept of case attrition within the criminal justice system
  - Name pillars of the criminal justice system and their functions
  - Explain the relationship between police, courts, corrections, and victim services

**Module 3:** closes 06 JUN. Causes of Crime, Juvenile Justice
- Required reading: Chapter 2 and 15
- Quiz: Causes of Crime, Juvenile Justice
- Activity: Criminal fairytale (activity assigned, nothing due this module)
  - Identify and explain the major historical and modern theories of offending
  - Compare and contrast “choice” and “causation” assumptions about human behavior and its relationship to criminological theory
  - Identify the correlates of crime
  - Explain the difference between adult and juvenile courts
  - Discuss the rationale behind why adult and juvenile courts are distinct and why juveniles possess diminished culpability

**Module 4:** closes 09 JUN. The Crime Picture: Offenders and Victims
- Required reading: Chapter 3
- Quiz: The Crime Picture: Offenders and Victims
- Activity: Criminal fairytale submission
  - Explain how behaviors becomes defined as criminal
  - Explain the difference between *mala in se* and *mala prohibita*
  - Explain the structure and reporting of crime to the UCR
  - Identify and explain victimization surveys and self-report surveys as measures of crime
  - Identify and discuss factors that affect crime rates
  - Explain the differences between and uses of descriptive and inferential research

**Module 5:** closes 12 JUN. Inside Criminal Law
- Required reading: Chapter 4
Quiz: Inside Criminal Law
Activity: Peer review criminal fairytale (1 self-review, 2 peer reviews) see TurnItIn.com.
- Describe the sources and functions of American criminal law
- List and describe the excuses and justifications for criminal defense
- Explain the concept of stare decisis
- List and describe the elements of a crime

Module 6: closes 16 JUN Exam 1 (Basics of the system)—content from module 1 through 5

Module 7: closes 19 JUN. Law Enforcement Today and Policing
Required reading: Chapter 5 and 6
Quiz: Law Enforcement Today and Policing
Activity: Essay questions: Educational requirements for law enforcement
- Explain the Wickersham Commission and its impact on policing
- List and describe the responsibilities of police
- Identify and describe the historical eras of American policing
- Discuss major concerns with police use of discretion; ethical dilemmas
- List and describe the different law enforcement response strategies

Module 8: closes 23 JUN. Policing and the Rules of Law
Required reading: Chapter 7
Quiz: Policing and the Rules of Law
Activity: Reflection paper: Sheepdog, sheep, wolves
- List the four main sources of probable cause
- Identify the fundamental constitutional safeguards that underlie police process
- Recite, verbatim, the Miranda warning and explain its impact on policing
- List the four elements that must be present for an arrest to take place
- Identify and discuss the basic rules of lawful searches and seizures

Module 9: closes 28 JUN. Exam 2 (Law enforcement basics)—content modules 7 through 9

Module 10: closes 2 JUL. The Courts
Required reading: Chapter 8
Quiz: The Courts
Activity: Essay, On Crimes and Punishments
- Describe the four main functions of the courts
- Discuss the concept of jurisdiction as it applies to both geography and subject-matter
- Explain how a case is brought before the supreme court
- List and describe the members of the courtroom working group

Module 11: closes 06 JUL. Pretrial and Trial
Required reading: Chapter 9 and 10
Quiz: Pretrial and Trial
Activity: Essay, In order for punishment not to be
- Compare and contrast the role of defense and prosecuting attorneys
- Discuss what factors influence a judge’s use of discretion
- Identify and explain the basic protections defendants possess
- Describe the process of jury selection, list and describe the major affirmative defenses
- Explain the role of a victim in the criminal justice system

Module 12: closes 09 JUL. Punishment and Sentencing
Required reading: Chapter 11
Quiz: Punishment and Sentencing
Activity: Essay, Torture
- List and describe the basic philosophical reasons for sentencing
- List and describe the basic forms of punishment
- Describe the steps in the sentencing process, and explain a “stay” or “suspended” sentence
- Discuss the role of the victim in the CJ system; discuss the critical issues with victim participation
- Explain both sides of the death penalty debate

Module 13: closes 14 JUL. Exam 3 (Judiciary basics)—content modules 11 through 14

Module 14: closes 19 JUL. Probation, Parole, Community Corrections
Required reading: Chapter 12
Quiz: Probation, Parole, Community Corrections
Activity: Essay, Punishments and Promptness of Punishments
- List and describe at least five sentencing options other than incarceration
- Explain general terms and conditions of probation
- Discuss the rationale behind community-based correctional programs
- Describe the different levels of community supervision
- Explain the function of a probation and parole officers

Module 15: closes 23 JUL. Prisons and Jails
Required reading: Chapters 13 and 14
Quiz: Prisons and Jails
Activity: Essay, Imprisonment, Injury to Honor
- Compare and contrast prisons and jails
- Discuss early penal theories and philosophy surrounding reformatories and penitentiaries
- Explain the factors associated with the dramatic grown in prison population
- Identify and describe the different types of prisons (security classifications, architectural design)
- Discuss reasons for violent behavior in prisons

Module 16: closes 29 JUL. Final exam, Exam 4 (Corrections basics, accumulative) content from modules 1 through 16

Accommodations: Upon request, this document can be made available in alternative formats. If you have a documented disability and need accommodations for this course, please contact the Disability Services Office in 201 Sanford Hall; phone: (218) 755-3883; email DisabilityServices@bemidjistate.edu. Minnesota Relay Service is available at 1-800-627-3529.