

This is a fully online course and is designed to emphasize critical thinking to the weekly readings. The class will focus on weekly online discussion boards, multiple-choice exams, and end with a written final exam. Weekly readings and assignments can be found in the syllabus, as well as the Modules tab on Canvas. All assignments become available on Monday at 12:00am and are due by Sunday at 11:59pm of their respective week (see course schedule below). Discussion board original responses are due mid-week on Wednesday by 11:59pm. Late assignments will not be accepted.

Students are expected to log onto Canvas 2-3 times per week, or if possible log on daily, to check for updates and announcements. There will be cut-off times that will close Canvas. If you do not post your responses and discussions before this cut-off time, you will **NOT** receive the points for that discussion board. Students who anticipate missing the cut-off times are responsible for making arrangements with the instructor prior to the cut-off times.

You are required to be an active participant in the class, which means that you are to prepare your own threads, with substantive observations. This course will ask students to make a claim regarding the weekly discussion board posts, and support that claim with reason and evidence. The written work you submit will reflect your own thinking about information you obtain from the required readings, PowerPoints, and other course-related experiences.

Required Introduction Post

This assignment is meant for the class and the instructor, to get acquainted with you. In approximately one page please tell us (1) your name and where you are from, (2) your major and why you chose to take this class, (3) how familiar you are with the topic of Courts, Criminal Procedures and Justice, (4) how important you think it is to understand the role of courts in our society, and (5) a fun fact about yourself. This assignment will be due before the end of the first week of class (see Course Schedule).

Discussion Board

You are to provide thoughtful and original responses based on the weekly readings and course material in a manner that uses critical thinking skills and is respectful to other students.

Discussion boards will be heavily graded on your use of reading material and the conversations you have with me and other students. Each week, you must incorporate the assigned material; in other words, make reference to the textbook where appropriate. When using evidence in your discussion posts, you must cite the source using APA format in-text, as well as cite at the end of your post. If you need assistance on APA format, visit

<https://owl.english.purdue.edu/owl/resource/560/01/>

especially when agreeing with or refuting points made by the author. Responses consisting of a
ill not count as a quality response.

If I pose a question to your post, it will be by Saturday, so be sure to check to see if I have posted on your discussion board anytime on Sunday; please keep in mind that if you do not see a post by me from that week, then I did not ask you a question and you are not required to respond. Please also regularly check your university email account, as follow-up questions will also be asked through email. Required responses to other students must be on their original post, not on the question they pose to you. This idea here is to keep the conversation going; you will discuss with other students, as well as with the instructor.

material thoughtfully and have shown a true interest in the topic for the week (e.g., responds to other students who have commented on their original posts and checks other conversations in the discussion board thread). Please keep in mind that a grade of

Students are required to use grammar and sentence structure that is consistent with college level writing as well as demonstrate attentive and critical arguments. The use of APA format is required. Discussion board dates are listed in the schedule.

Examples of expectations from a discussion board topic (taken from another course):

using what you have learned in previous courses, from academic sources, and/or from personal experiences. Remember that weekly reading material must be cited in your discussion board posts.

Response:

o Peak (2016), the criminal justice

-1 depicts the criminal justice process very well. The criminal justice process begins when police make an arrest. The criminal makes their way through the

proceeds to the courts, or the process is terminated. If passed on to the courts, the criminal continues on with the criminal justice process of pleading guilty or not guilty. If found guilty, the process continues. If not, the process ends for the defendant. Finally, if found guilty, the criminal is sentenced and begins their process into corrections. Depending on the sentence, once completed, the criminal is released back into the populations, where the process begins again (p. 6). Louthan also describes a similar process is apprehended by the police, prosecuted, acquitted or convicted, and sentenced by the courts, and removed,

In this cri

agencies are organizations that the criminal justice processes through. Peak (2016) describes an organization as justice system has their own objectives in order to obtain the common goal of the system as a whole. Each component has their own series of administration built within their entities. The criminal justice process sends criminals through these organizations, police, courts, and corrections, who each have their own set agendas (objectives) for the criminals. Once the objectives are met by the organization, the criminal moves on to complete are met amongst the organizations, the common goal is met.

The Department of Government and Justice Studies from Appalachian State University gives a clear

to the next step in the criminal process because they are filtered, or

criminals are filtered out during the process (p. 6). Criminals are unapprehended, no complaints are filed, the accusation is dismissed, they are acquitted, or they are given an unsupervised fine (p. 6). Criminals could also be filtered from the criminal justice process by what Louthan (1974) describes as compliance and attitudes towards other components (p. 33). For example, the courts have decided that when criminals are apprehended, they are given their Miranda rights (p. 33). Police have to comply with this rule in order to successfully move criminals through the rest of the process. If they have negative attitudes towards rules and policies, they are less likely to follow through.

Appalachian State University. (2016). *The criminal justice process*. Retrieved from <http://gjs.appstate.edu/media-coverage-crime-and-criminal-justice/criminal-justice-process>

Louthan, W.C. (1974). *Relationships among police, court, and correctional agencies*. (30-37).

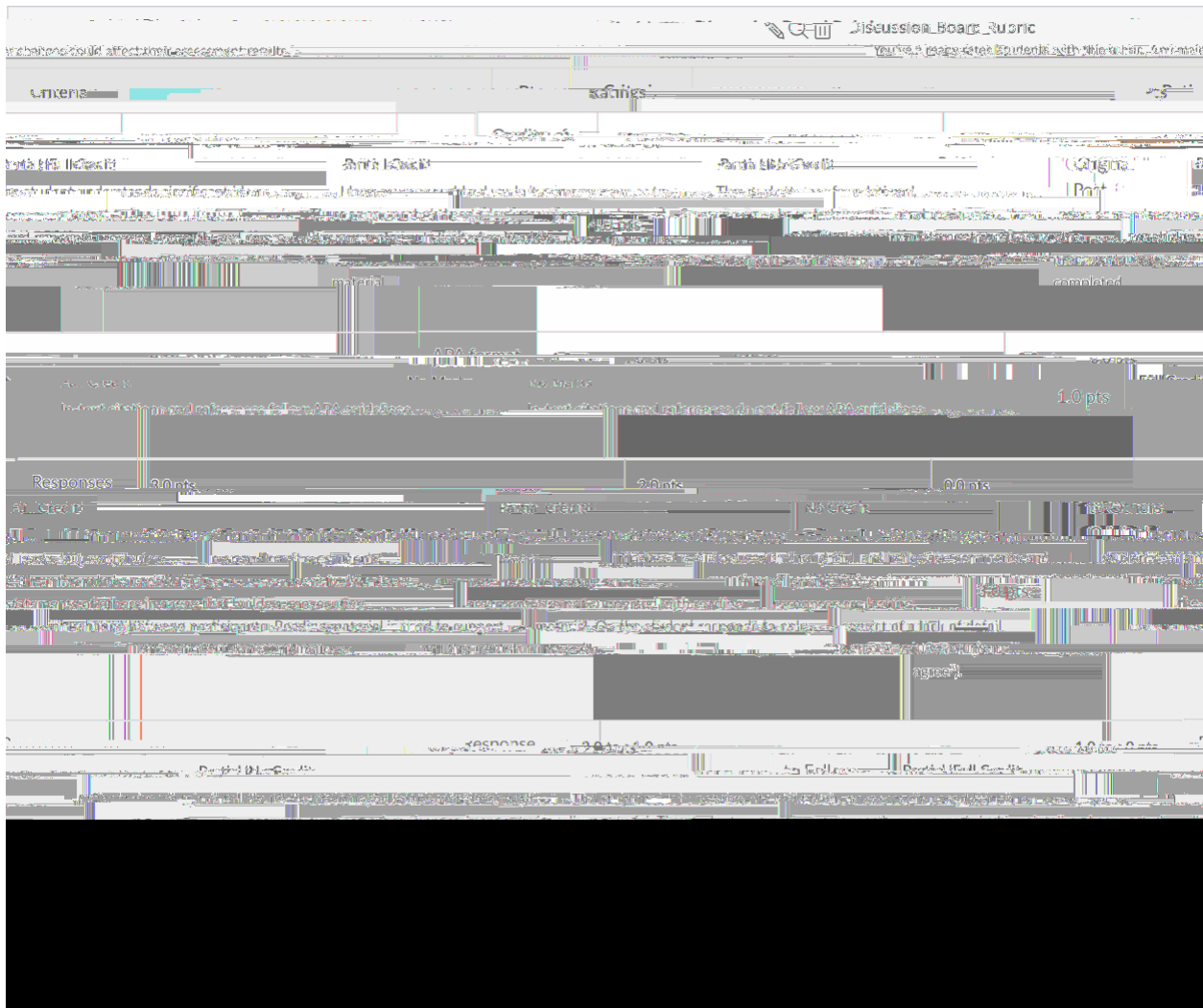
Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8th edition. Hoboken, New Jersey: Pearson.

I too thought that the criminal justice system acts like a process. like how you framed the criminal justice system as a "process within a system." The system does share a common goal, however, each entity has its own set of objectives to achieve that common goal. Each entity keeps the public safe by deterring crime in their own way. Police make arrests, courts sentences, and the correctional agencies rehabilitate. I was wondering what your thoughts were on a criminal justice network? Peak (2016), defines a criminal justice network as "a view that the justice system's components cooperate and share similar goals, but operate independently and compete for funding" (p. 7). I thought this definition could be somewhat applied to the criminal justice system, as well. Funding is limited, thus, creating competition between police, courts, and corrections. I think that the police, courts, and corrections operate independently, but also work with one another.

I like the examples that you provided in your response. I think that the criminal justice system is making advancements towards mental health awareness and education. I have to had experience with law enforcement officers recognizing and being able to respond appropriately to those with mental health issues. However, there is always room for improvements. Mental health has become an increasing public awareness, that I think will take some time for the criminal justice system to implement new strategies effectively.

Peak, K. (Ed.) (2016). *Justice administration: Police, courts, and corrections management*, 8th edition. Hoboken, New Jersey: Pearson.

Please see the sample rubric below (note that the point scale may differ for this course):



Weekly Exams

There are 4

Each exam will be taken through the online Canvas system. Each exam consists of 25 multiple-choice questions. Exams will open every Monday and are due by the end of each week on Sunday at 11:59pm (See Course Schedule) it is suggested you begin your exam no later than 11:00pm on Sunday to give yourself enough time before the exam closes. You will only have one opportunity to complete the exam in a period of **35 minutes**. Once 35 minutes is up, or you have reached the close of the week on Sunday at 11:59pm, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available on Monday after the due date has passed and will be available to view until Wednesday at 11:59pm of the respective week. It is recommended that you take notes on all of the readings ahead of time; there will not be time to search all the chapters for answers. Because the exam is open the entire week, no make-up exams are allowed.

Written Final Exam

In the final week of this course you will complete a written final exam. More details will be provided on Canvas the week of the exam. See Course Schedule below.

Grading Rubric for Written Assignments

coverage of the assignment. The paper is structured to promote readability (e.g., clear introduction, supporting statements, conclusion) and main ideas are clearly supported (both in substantive argument and in research cited) and explained. The paper is outstanding to excellent in its quality, suggests that the student took the assignment seriously and was thoughtful in completing it. These papers clearly discuss topics covered in class, accurately and appropriately use the correct references to topics covered in the paper, and the citations are correctly formatted. The full range and scope of the topic are addressed. The paper format (single spaced, page limit, etc.) is correct.

use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These

well as relevant substance.

Significant improvement is needed on all fronts. Coverage of the assignment is poor, inaccurate, and lacks depth and explanation. This paper often appears as if it needs significant revision and/or proofreading. The paper does not meet the minimum expectations and is significantly below average. It does not appear that the student read all of the material necessary to answer the posed question, or did not address the posed question. This paper is poor or unacceptable and its quality suggests that the student did not take the assignment seriously and gave it little thought. Students generally use very few or inappropriate references, the citations were not formatted correctly, and the clarity/organization of the paper is low.

Grading

Your grade in the class will be based on the following:

Introduction Post Discussion Boards (10 points
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As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize

questions or concerns about a class arises. See University Policy S90 5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade

<http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of

by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you

Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, please email me to discuss as soon as possible. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu.aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the U accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students

Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/.](http://www.sjsu.edu/larc/)

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students

<p>Week 4: 7/29-8/4</p>	<p>Module 4: What Works Prevention Intervention and Suppression</p>	<ul style="list-style-type: none"> < Read Chapters 9-10 < Explore: Gang prevention < YouTube: Cure violence < Discussion Board #4 < Exam 4 due Sunday
<p>Week 5: 8/5-8/9</p>	<p>Written Final Exam</p>	<p>Final Exam due FRIDAY 8/9 at 11:59pm</p>