

San José State University

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.

Exams

There are 4 Exams in this course that cover reading and discussion material. Each exam will be taken through the online Canvas system. Each exam consists of 25 multiple-choice questions. Exams will open at the beginning of the new Module and are due by the close of the Module (See Course Schedule); it is suggested you begin your exam no later than 11:00pm on the day of the exam due date in order 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 Module, Canvas will automatically close the exam. Viewing exam feedback for incorrect questions will be available after the due date has passed. 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. No make-up exams are allowed.

Written Final Exam

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

Grading Information

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

Introduction	10 points
Discussion Boards (4 posts)	40 points (10 each)
Exams (4 exams)	100 points (25 each)
Written Final Exam	50 points
Total	200 points

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

Grading for Written Assignments

“A”: An “A” assignment is one that is well written, clearly organized, and comprehensive in its 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 (spacing, page limit, etc.) is correct.



“B”: A “B” assignment is one that is fairly organized and contains many good ideas, but could use improvement in terms of organization, clarity, and/or writing style (e.g., stronger topic statements, clearer introduction/conclusion, fewer grammatical/typographical errors). These assignments typically convey less mastery of a topic or study, as evidenced by not clearly or completely addressing the topic/question. Coverage of the assignment is generally complete and mostly accurate, but greater depth and/or explanation is needed in particular areas to better support main points or enhance clarity. This paper often appears as if it needs minor to moderate revision and/or proofreading, digresses slightly off topic, or does not fully address the posed question(s). Citations are somewhat lacking, inappropriate, or not cited correctly. The paper is good to pretty good and its quality suggests that the student took the assignment somewhat seriously and was moderately thoughtful in completing it, but could have done higher quality work with more time and/or effort. Students generally used accurate and appropriate references to topics covered in the paper, but additional or more relevant citations should have been used, and/or the citations were not correctly formatted/referenced. The full range and scope of the topic are not addressed fully. The paper format (spacing, page limit, etc.) is mostly correct.

“C”: A “C” assignment is one that may have a few good ideas, but generally lacks organization and clarity. Significant improvement is needed in terms of organization, clarity, and writing style (e.g., strong topic statements, clear introduction/conclusion, fewer grammatical or typographical errors). Coverage of the assignment is haphazard and greater depth and/or explanation is needed throughout the paper. This paper often appears as if it needs moderate to significant revision and/or proofreading. The paper barely meets

minimum expectations and is below average. It is unclear if the student read all readings necessary to answer the posed question, or the student does not sufficiently/clearly address the question. Its quality suggests that the student did not take the assignment seriously and rushed through it with little thought or attention to detail. Students generally do not use accurate or appropriate references to topics covered in the paper, need additional or more relevant citations, and/or the citations are not formatted correctly.

“D/F”: A “D/F” assignment lacks clarity and organization as 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.

Percentages are obtained by dividing the total points you earn by the total points possible in the course.

A plus = 98 to 100%	A = 93 to 97.9%	A minus = 90 to 92.9%
B plus = 88 to 89.9%	B = 83 to 87.9%	B minus = 80 to 82.9%
C plus = 78 to 79.9%	C = 73 to 77.9%	C minus = 70 to 72.9%
D plus = 68 to 69.9%	D = 63 to 67.9%	D minus = 63 to 67.9%
F = 0-62.9%		

Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

Classroom Protocol

Mutual respect and civility will be the foundation in this course. Every student will have an optimum opportunity for learning and gaining knowledge; differences of opinion are welcomed in a positive and encouraging manner. Some topics covered in this course may be considered sensitive, so please be respectful of all students' backgrounds and personal opinions.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Justice Studies Department Reading and Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

*The instructor reserves the right to alter this schedule at any time during the semester. Logging into Canvas multiple times a week will ensure that you are abreast of any changes that are made.

Course Schedule

Date	Topic	Assignments and Due Dates
Module 1: 1/3 1/6	Introduction Women and Crime: Introduction Theories of Victimization	Read Chapters 1-2 Ted Talk: The urgency of intersectionality Introduction Post Discussion Board #1 Exam #1
Module 2: 1/7 1/10	Victimization of Women Women and Victimization: Rape and Sexual Assault Women and Victimization: Intimate Partner Abuse International Issues in the Victimization of Women	Read Chapters 3-5 Ted Talk: Why domestic violence victims don't leave 2021 Trafficking in Persons Report Discussion Board #2 Exam #2
Module 3: 1/11 1/14	Female Offending Women, Gender, and Offending Girls and Juvenile Delinquency Female Offenders and Their Crime	Read Chapters 6-8 YouTube: Girls in Gangs YouTube: Women who kill Discussion Board #3 Exam #3
Module 4: 1/15 1/18	Women in Custody Processing and Sentencing of Female Offenders The Supervision of Women The Incarceration of Women	Read Chapters 9-11 Explore: The sentencing project is/F4 12 Tf1 0 0W* nTQpervisio

SUN

MON

TUE

WED

THU

FRI

SAT

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