



ADM-Justice 1 Syllabus 2015



WEST LOS ANGELES COLLEGE

Administration of Justice

ADM-Justice 1: Introduction to Administration of Justice

Associate Professor: C.Williams Flournoy, MSA

Section:0134 (UC-CSU) 3 unit

Office Location: GC 480

Class Time: T / Th 0800-0925 hrs

Office hours: M-Th 0715-0750 hrs (by appointment)

Classroom Location: GC 430

Phone: (310) 287-4246

Email: williacf@wla.edu

Required Text:



CJ Realities and Challenges 1st Edition
Ruth E. Masters, Lori Beth Way
©2011, ISBN-13 9780073401515

Course Description:

This course will cover the philosophy and history of the United States Criminal Justice system. An overview of the three components: law enforcement, court, and corrections will be explored. In addition an overview of crime, criminal law and careers opportunities in all aspects of the criminal justice field.

Student Learning Outcome (SLO):

- Describe the three branches of government: Identify the three branches of government and their application to the criminal justice process.
- Describe the three components of the criminal justice system: Explain the relationship between the police, courts and corrections.
- Compare and contract the difference between how adults, juveniles, gays, homosexuals, lesbians, and cross-gender persons are handled by the criminal justice system: Explain why this is important.
- Identify the federal, state and municipal law enforcement agencies: Explain their

duties and responsibilities.

- Demonstrate an awareness of cultural diversity: Explain race riots and police intervention tactics.
- Identify the minimum standards of qualifications for employment in a criminal justice agency: Explain the hiring process and demonstrate an awareness of the different requirements of the police, courts, and corrections

Assignments:

There will be a variety of assignments for the class this semester to accommodate different learning styles. All assignments must be well written, and they will be graded on their composition as well as on their content. Etudes technology will be integrated into this course. **All assignments must be turn in via Etudes** and hand delivered at the instructor's request. Follow the directions for logging into Etudes. <http://www.wlac.edu/online/logininfo.asp>

Therefore, you will need access to a computer with Internet service. Computers are available in the campus library (HLRC), college computer labs, with connections to the Internet, which are reasonably accessible and available on campus. Assignment should be created and submitted as an attachment in one of the following: Microsoft word document, Pages, or Microsoft PowerPoint presentation.

We will at times have class discussions or break into smaller groups for discussions and class activities, but most of the course content will be conveyed in lectures. Note that lectures will draw on assigned readings, but they are designed to complement and expand upon them, not to repeat them.

Guest lecturers may visit class during the semester. Therefore, class discussions will not necessarily cover all materials in the book or some chapters at all, however you are responsible for **ALL** assigned readings whether discussed in class or not.

1. My perspective of the Criminal Justice System -35 points: In two pages, MLA format include reference page. Describe your personal experiences with the criminal justice system. Which branch (law enforcement, courts, corrections) have you had the most contact? Which the least?

Upon what data is your personal opinion of the criminal justice system based? Discuss all:

- (a) personal experience
- (b) conversations with others
- (c) books and scholarly articles
- (d) newspapers and TV news
- (e) movies and TV crime dramas.

The goal of this exercise is self-reflection. It should cause you to stop and think about exactly what your opinions of CJ are, how you came to acquire them.

2. State Group assignment 50 points: Research any California State level law enforcement agencies and develop a Powerpoint presentation on the mission and functions of each agency. Your presentation should include a 5- to 10-slide Microsoft® PowerPoint® presentation that addresses the agency's creation and history, charter, current resources and issues, and future challenges, major activities and careers.

3. Federal Group assignment -100 points Research any two federal level law enforcement agencies and develop a Powerpoint presentation on the mission and functions of each agency. Your presentation should include a 5- to 10-slide Microsoft® PowerPoint® presentation that addresses the agency's creation and history, charter, current resources and issues, and future challenges, major activities and careers.

4. Interview- 45 points: Interview a criminal justice professional (deputy sheriff, police officers, judge, prosecutor, defense attorney, probation officer etc.) Develop six (6)

questions on their of discretion, and how they interact with other criminal justice professionals. Write a one (1)-page reflection on the outcome of the interview. Ask following question to if necessary to receive substantive response from the person you are interviewing. College level work must be submitted.

A reflection page and a page with six (6) questions with responses total of two (2) pages.

5. Station Visit - 85 points

Visit your local police / sheriff's department. In a PowerPoint presentation 10 or more slides include a group photo at the station, and information from the community meeting.

- Crime data
- Community programs
- Station captain
- Community Relations officer
- Youth programs
- Questions related to problems in your community
- etc.

Portfolio 180 points :End of course reflection paper and cumulative assignments.

Assigned Reading: Students will be expected to read each of the reading assignments assigned per week. Chapters should be read before the start of each week, as there might be a quiz at the start of class. Guest lecturers may visit class during the semester. Therefore, class discussions will not necessarily cover all materials in the book or some chapters at all, however you are responsible for **ALL** assigned readings whether discussed in class or not.

Exams: Each quiz and exam is made up of questions taken from the textbook and class lectures. These exams provide opportunities for students to show their individual mastery of the material. Exams are not reviewable. No one will be permitted to enter/exit the classroom during exams. The classroom doors will be locked. Online exams will be available via Etudes and once you start an exam you will be allocated a certain amount of time to complete the exam. Make sure you have proper internet connection, no exceptions. Computers with internet access are available throughout campus.

Group Project: The purpose of this project is to develop problem solving and decision making skills in interpersonal contexts. Field trips maybe required. Group presentation will be presented to the entire class and each group member must be present.

Grading: Each assignment, quiz, exam or project will have a point count so you will know how it adds to your final grade. Check the grade book for your points. In order to calculate your grade, add up the total points you receive and divide that by total points possible.

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|-----------|-----------|-----------|-----------|----------|
| A=100-90% | B= 89-80% | C= 79-70% | D= 69-60% | F= 59-0% |
|-----------|-----------|-----------|-----------|----------|

Make-up Policy: No assignment(s) will be accepted after the due date and time. In class assignment will not be recreated. You will have one day to make-up a missed exam with prior approval. Repeated make-up exams will not be allowed. No early or make-up exam.

Plagiarism: Written work that you hand in is assumed to be original unless your source material is documented appropriately as per MLA or APA. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Cheating and plagiarism are serious academic offenses. Students should read the section on cheating and plagiarism. A student who is dishonest in this respect will be excluded from the course.

In accordance with code 9803.28, **academic dishonesty is prohibited and will not be tolerated in this class.** Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper

or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- **Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.**

Extra Credit (EC): Class extra credit will be at the discretion of the instructor based on class assessments and opportunity during the term.

College Withdrawal Policy: It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Student who don't drop the course are subject to receive an "F". Please read withdrawal policy, which can be found at: www.wlac.edu.

Attendance: Regular class attendance is recommended and required. I reserve the right to record attendance via roll call, sign-in sheets, or short quizzes that will be administered at the beginning of the class period. Students who are tardy or miss class will not be permitted to turn in or make up quizzes. In addition, it is your responsibility to ensure your signature is recorded on any sign-in sheets.

For various legitimate reasons (e.g., serious illness, death in the family) students may not be able to attend class. With the exception of class period when exams are administered, do not send emails requesting permission to miss classes. I will leave this decision as to when you must miss class to your best judgment. Class notes used for lectures will not be provided. It is your responsibility to obtain class notes and assignments from a fellow student if you miss class. You will have one day to make-up a missed exam with prior approval. Again repeated make-up exams will not be allowed.

Students are expected to arrive a few minutes before the start of class so that the lecture may commence on time. Repeat instances of tardiness and absences will not be permitted. More than three (3) absences will affect course grade and /or result in exclusion. It is suggested that students drop this course if you have family, work, or other life obligations that make it difficult to be on time or to attend class.

Students are also expected to active participants during each class period. As with attendance, the instructor reserves the right to score students based on their level of participation in class and knowledge of the course material. Thus, students are expected to read all material covered during a class period thoroughly before the start of class. This will ensure all students in the class are familiar with the basic issues to be covered during a particular class session.

Professionalism: Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading material), arriving to class on time, and being engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the "real world."

We will discuss controversial criminal justice/ social issues in a frank and forthright manner because I believe it is important to do so. As professionals, students must direct comments or responses to the class and me in a professional manner. We must all respect the opinions of each other. I would also request that if you are offended by the comments of a fellow classmate or myself that you come to me during my office hours to discuss the dilemma with me. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify the problem.

NO HEAD WEAR (male or female) of any kind should be worn in the classroom. This includes, but is not limited to hats, hoods, wave caps, sweatbands, bandanas, sunglasses, goggles, earmuffs, or combs / picks in the hair. Except with administrative permission (i.e. medical necessity, religious, school related events).

Garments that are distracting or inappropriate are prohibited, including but not limited to those with see-through materials, pajamas, trench, coats, rips/tears, printed profanity, or language/symbols/styles that promote sex, the use of alcohol, drugs, tobacco products, gang-related or other illegal activities.

The waistband of pants, shorts or skirts must be worn and secured between the hips and the waist. Undergarments as outerwear, pajama pants, bathing suit shorts and bottoms are prohibited.

Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, had a chance to eat, check your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance. **Any student who makes a habit of walking in and out of class may be asked to leave.**

Standards of Student Conduct: Instructors are charged with the responsibility for building and maintaining a classroom atmosphere conducive to learning. Disruptive, disrespectful, or obstructive behavior will be dealt with in terms specific to this syllabus and in accord with the LACCD Standard of Student Conduct.

The following types of disciplinary action to be taken by an instructor:

- 1) Warning- A verbal or written notice, given to the student by an instructor. Continuation or repetition of the specified conduct may be cause for further disciplinary action.
- 2) Removal by Instructor - An instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, the student shall not return to the class from which he or she was removed without the concurrence of the instructor of the class. No assignments or exams will be accepted or given to a student who has been suspend.
- 3) Exclusion- For legitimate reasons you will simply be dropped from the course and will not be allowed to return back to the classroom.

Communication: It is expected that all students check their email on a regular basis. Important information such as assignments, class cancellations, and changes in course material may be relayed via email. When you communicate with the course instructors through email, please include your first and last name along with the course title and section number within the text of the email.

Email is to be used to communicate with others in a professional manner. The ready access to instant communication, however, can sometimes result in inappropriate content. This primarily refers to students sending emails to the Professor or Teachers Assistant while they are upset about course-related issues. I would strongly encourage everyone to use the "one day rule" when sending emails that might be considered inappropriate. Either wait "one day" until "cooler heads prevail" and then meet with the Professor.

I will not provide feedback about exams or other assignments via email. Any such questions or consultation must take place in person during my office hours. Exam answers will not be given.

Use of Electronic Devices: I reserve the right to categorically disallow any electronic

devices to be used during this course. This includes but not limited to iPod's, iPad's, Blackberry's, cell phones, laptop computers, Tablets and other communication devices if I find they are not being used properly. **Turn all cell phones off and put them away during class.** Cell phone violations may result in exclusion, fine or other disciplinary action suitable. No one is allowed to repeatedly enter and exit the class. Laptop computers, for example, will not be permitted if individuals are using them to check email, surf the Internet, watch TV/ videos, or other uses not related to the class. This determination is at the sole discretion of the instructor.

Talking and texting on cell phones not only distract you, but they are a distraction for me and your peers. Distractions interrupt/disrupt the class and I will not tolerate interruptions. You will be asked to leave if this occurs and can not return to the classroom until you have meet with the instructor. NO work will be accepted.

Special Instructional Accommodation: If there are special accommodations that you require to be successful in this course please discuss your situation with the professor. Students with disabilities who need any assistance or accommodations should contact the instructor. Students should also contact the Disabled Student Programs & Services (DSPS) center located in SSB 320, call 310-287-4420 or dsps@wlac.edu.

Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486. Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486. The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks, which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

Recording Devices: State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog). http://www.wlac.edu/academics/pdf/WLAC_Catalog_Policies.pdf

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change. Recording of lectures and discussions will not be permitted without the prior written consent of the instructor. If you violate this recording policy you will be subject to a civil law complaint. If you can't follow this guide it is suggested that you drop this course.

Check Etudes for due dates

| Week of the semester | Chapter | Assignment |
|----------------------|---|--------------------------|
| Aug 31 | Part 1: Crime, Law, and the Criminal Justice System Chapter 1: What is the | Welcome Introductions |

| | Criminal Justice System? | |
|----------|--|---|
| Sept. 7 | Chapter 2: Types of Crime | Lecture My perspective of the Criminal Justice System: submit online |
| Sept. 14 | Chapter 3: Causes of Crime | In class group work. Class discussion Video |
| Sept. 21 | Chapter 4: Criminal Law and Defenses | Lecture State Group assignment: submit online Exam |
| Sept. 26 | Part 2: Law Enforcement Chapter 5: Overview of Policing | Lecture Presentations Video Federal Group assignment: submit online |
| Oct. 5 | Chapter 6: Policing Operations | Lecture Video Presentation |
| Oct. 12 | Chapter 7: Legal and Special Issues in Policing | Lecture Due process rights: submit online Exam |
| Oct. 19 | Part 3: Adjudication Chapter 8: The Courts | Lecture |
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|---------|---|---|
| Oct.19 | Chapter 9: Pretrial and Trial | Lecture Interview: submit online |
| Oct. 26 | Chapter 10: Sentencing | Lecture Exam |
| Nov. 2 | Part 4: Corrections Chapter 11: Overview of Corrections | Lecture Video |
| Nov. 9 | Chapter 12: Jails and Prisons | Lecture Video Station Visit: submit online |
| Nov. 16 | Chapter 13: Community Corrections | Lecture Presentations |
| Nov. 23 | Chapter 15: Juvenile Justice | Lecture Presentations |
| Nov. 30 | Part 5: Special Issues Chapter 14: Understanding and Helping Victims | Lecture Presentations |
| Dec 7 | Chapter 16: Contemporary Challenges | Portfolio-Due online and hard copy due at the start of class. |
| Dec. 14 | Final Exam Week 0800-1015 0134 - Tuesday | Tuesday, December 15, 2015 |
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Assignment preview

1. My perspective of the Criminal Justice System

In two (2) pages, MLA format include a works cited page.

Describe your personal experiences with the criminal justice system. Which branch (law enforcement, courts, corrections) have you had the most contact? Which the least? Upon what data is your personal opinion of the criminal justice system based?

Select which best fits your experience:

- (a) personal experience
- (b) conversations with others
- (c) books and scholarly articles
- (d) newspapers and TV news
- (e) movies and TV crime dramas.

The goal of this exercise is self-reflection. It should cause you to stop and think about exactly what your opinions of CJ are, how you came to acquire them.

2. State Group assignment.

Research any California state level law enforcement agencies and develop a Powerpoint presentation on the mission and functions of each agency. Your presentation should include a 5- to 10-slide Microsoft® PowerPoint® presentation that addresses the agency's creation and history, charter, current resources and issues, and future challenges, major activities and careers.

3. Federal Group assignment.

Research any two federal level law enforcement agencies and develop a Powerpoint presentation on the mission and functions of each agency. Your presentation should include a 5- to 10-slide Microsoft® PowerPoint® presentation that addresses the agency's creation and history, charter, current resources and issues, and future challenges, major activities and careers.

4. Interview

Interview a criminal justice professional (deputy sheriff, police officers, judge, prosecutor, defense attorney, probation officer etc.) Develop six (6) questions on their use of discretion, and how they interact with other criminal justice professionals. Write a one (1)-page reflection on the outcome of the interview.

A reflection page and a page with six (6) questions with responses total of two (2) pages.

5. Station Visit

Visit your local police / sheriff's department. In a PowerPoint presentation 10 or more slides include a group photo at the station, and information from the community meeting.

- Crime data
- Community programs
- Station captain
- Community Relations officer
- Youth programs
- etc.6

6. Due process

Obtain a copy of the Bill of Rights and identify all the **due process** rights (amendments) only related to the criminal justice system. Prepare a PowerPoint presentation listing the due process rights in numerical order.

7. Portfolio

Discuss what you have learned during the class and how it will assist you in achieving further academic and work related goals.

Your portfolio will include assignments, group projects, and a final reflection, which will provides insight into your own personal journey through this course. You must demonstrate your understanding and internalization of the course objectives, and illustrates that you have a firm grasp of the three components of the criminal justice system. Specifically, the reflection paper should include the following:

- self-assessment of your own learning and growth
- synopsis of how your views have changed based on the content of this course AND how those changes will effect your plan of action in your future
- most significant "ah-ha" you experienced this semester
- goals (with specific examples) for how you will implement new strategies and methods based on the content in this course

Also consider including but not limited to:

- Compare and contract the difference between how adults, juveniles, gays, homosexuals, lesbians, and cross-gender persons are handled by the criminal justice system: Explain why this is important.
- Identify the federal, state and municipal law enforcement agencies: Explain their duties and responsibilities.
- Demonstrate an awareness of cultural diversity: Explain race riots and police intervention tactics.

· Identify the minimum standards of qualifications for employment in a criminal justice agency: Explain the hiring process and demonstrate an awareness of the different requirements of the police, courts, and corrections

Inclusion of Readings: Please use readings to support, clarify, and contextualize your ideas. I want to see that you have not only read and understood assigned readings, but also thought about them in relation to your own experiences and learning in the intergroup dialogue. A strong paper will incorporate at least 6-8 readings of your choice from the assigned course readings.

Paper Requirements:

Length: The content of the paper should be 6 pages long (2.0 spacing) almost one page per week, using 12-point Times New Roman font and 1-inch margins all around. This doesn't include the cover page, table of contents, personal statement, worksheets or other assignments.

Grading Criteria:

Because students learn different things in different ways, there are no “right or wrong” answers to the guiding questions. Papers will be evaluated on content depth and quality – not on one’s opinions. A thoughtful, well-written paper will include:

- Integrative, coherent and well-organized writing;
- Specific examples and detailed descriptions of learning experiences that were important for you;
- Reflections on your thought processes while you went through the course;
- Clear and precise connections between readings, concepts, and examples from dialogue.

I have read the syllabus, and I accept its terms.

Yes