



CJ 1010

Division: Social and Behavioral Science

Department: Criminal Justice

Course: CJ 1010

Title: Introduction to Criminal Justice

Catalog Description:

This course is an introduction to the American Criminal Justice System including the history, functions, and processes of its major components - law enforcement, courts, and corrections.

General Education Requirements: Social and Behavioral Science

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

This course is required for an Associate Degree in Criminal Justice. Weber State University teaches a similar course (CRJU 1010 - Intro to Criminal Justice) that is part of the lower division course for a Bachelor Degree in Criminal Justice.

Student Learning Outcomes:

Upon successful completion of this course, the students will:

- be able to explain the conceptual and theoretical foundations of the American Criminal Justice System
- define the criminal justice process and organization
- understand the relationship among the three criminal justice components, namely; police, courts, and corrections
- understand the basic theories and procedures of the criminal justice process
- gain knowledge of the principles and values that serve as the basis for criminal and social justice in America.

Content:

Course objectives will be achieved by providing students with learning experiences in the following subject areas:

- general introduction to the American Criminal Justice System
- basic objectives of the Criminal Justice System
- myths and realities of justice in America

- review of individual rights and the Bill of Rights
- the ideal of due process and the Due Process of Law
- maintenance of social order
- the balance of the need for social order and the rights of the individual
- basic knowledge of the concept of punishment and deterrence of crime
- review of the social and financial costs of crime in America
- theories and ideas on reduction of crime.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are given weekly reading assignments and are graded on their participation in discussions on reading assignments. Students also take 8-10 quizzes on reading assignments.

2) Write clearly, informatively, and persuasively.

Students are required to complete three to four critical thinking exercises, as well as write a short essay or longer research paper. (See #4)

3) Speak effectively in a variety of contexts.

Students are required to do class presentations and/or attend individual conferences with instructor.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students are required to prepare three projects during the semester. They must use two or three different methods (research papers, multi-media, or class presentations)

5) Apply a cultural and historical awareness to a variety of phenomena.

While doing their research papers, multi-media or class presentations students must choose topics identified by the instructor that include cultural and historical views relating to the class subject matter.

8) Apply ethical reasoning to a variety of contexts.

In class discussions and presentations students respond to questions regarding the ethics and values of the American culture.

Key Performance Indicators:

Outcome assessment will be determined by:

- 8-10 quizzes: 20% of the final grade
- 3 projects: 60% of the final grade
- attendance and participation: 20% of the final grade.

Percentages are approximate.

Representative Text and/or Supplies:

- Frank Schmallerger, *Criminal Justice Today*, current edition.

Signatures:

I hereby submit this course syllabus:

Eldon Barnes, MSW, Assistant Professor

I hereby find this course consistent with the goals and resources of the Criminal Justice Department:

, , , Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)