Course: CCJS100
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Current Editor: Advanced Text Editor

Course Materials

Click here to view the required and recommended materials to be purchased and to access ordering information.

Course Description

Course Goals/Objectives

After completing this course, you should be able to

- compare and contrast the various components of the criminal justice system in order to analyze their interactions and inter-relatedness (for the administration of justice)
- analyze and apply discretion in criminal justice situations in order to make appropriate criminal justice decisions
- conduct research using appropriate criminal justice-related sources to facilitate decision-making
- write coherent and well-supported documents to meet criminal justice needs
- classify and analyze the major criminological theories to inform the development of effective criminal justice policies

Course Introduction

Introduction to Criminal Justice provides an overview of the criminal justice system, including the police, courts, and corrections and related functions—e.g., probation and parole—that affect the administration of justice in America.
Grading Information and Criteria

You are responsible for the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Case Study or Experiential Oject</td>
<td>25%</td>
</tr>
<tr>
<td>Final project: research paper</td>
<td>30%</td>
</tr>
<tr>
<td>Conference Participation</td>
<td>25%</td>
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<td><strong>Total</strong></td>
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The grading scale, based on 100 points, is as follows:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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Participation

In registering for a Web-based course, you have made a commitment to participate in your course conferences as well as in other online activities. Please plan to participate regularly. Participation for this course is defined as proactive discussion in weekly conferences and engagement in discussion questions. You will need to actively reflect on the weekly module and textbook readings to develop original ideas in your responses.

You are expected to demonstrate critical thinking and an understanding of the assigned readings as they relate to the issues identified in each conference discussion. You are expected to make your own contribution to a main topic as well as to respond with value-added comments to the postings of at least two of your classmates. You are encouraged to respond to other students as well, and to your instructor. Note that your online conference participation counts significantly toward your final grade.

You are expected to adhere to the general rules of online etiquette. To prepare to use the online conferences, read the notes on WebTycho participation and online etiquette on the UMUC Web site. Keep those notes handy; you may need to refer to them during the course.

TO THE INSTRUCTOR: Please REMOVE these instructions prior to publishing this syllabus to the students. The following Late Policy and Extra Credit Policy are provided for your use. You MUST include a Late Policy and Extra Credit Policy in your Syllabus. Feel free to use these policies as provided or to adapt or change them. However, some type of policy statement MUST be included in the Syllabus. Please REMOVE these instructions (in the RED font) prior to publishing this syllabus to the students.
Late Policy

In a police agency, all reports must be completed in a timely manner. Therefore, prompt work is expected at all times in this class. For every 24 hour period that an assignment is late, 10 points will be deducted from the grade (or 10% of the points available for that assignment). The maximum deduction for late assignments is 50 points. Any assignment more than 7 days late will not be accepted. Participation in conferences (apart from actual assignments posted there) must be completed during the week assigned for full credit. Participation credit is also awarded for feedback on colleagues’ assignments posted in conferences. Partial credit will be given for conference participation up until one week after the due date.

As an example of the late policy: if a paper is due at noon on Monday, submitting the paper at 12:05pm on Monday would mean that the paper was submitted in the first 24 hour late period and a penalty of 10 points will be taken off the paper grade. The same paper submitted at 11:30am on Tuesday also falls within the first 24-hour late period and will incur the same 10-point penalty. A paper submitted at 1pm on Thursday would be submitted during the fourth (4th) 24-hour late period and would incur a 40-point penalty.

Due dates: All due dates are 11:59 p.m. U.S. Eastern time on the date indicated. The Nighthawk server on which this classroom is hosted is set to Eastern time. To calculate the equivalent for your own time zone, use The World Clock at http://www.timeanddate.com/worldclock/

If your life is going to interfere with this class (vacations, TDY assignments, etc), I will discuss changing due dates for those assignments that will be affected, but ONLY if you contact me in advance. If you have a documented emergency, please contact me ASAP when the emergency is over and we will discuss changing due dates. All emergencies must be documented to qualify for due date changes or penalty-free late submissions. Also, please be clear, vacations or TDY assignments do not constitute emergencies. For those type of events you must contact me in advance to qualify for due date changes. As with all aspects of life, communication is imperative.

Extra Credit Policy

No extra credit will be available in this class.

Additional Information
Project Descriptions

Annotated Bibliography: Due Week 3
The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Creating an annotated bibliography calls for a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. This project will enable you to:

- Get a jump on your Final Project
- Complete Step1 of the Final Project
- Select from the issues, procedures, actions, activities, etc. the subject is likely to encounter as they experience the criminal justice system (e.g. police arrest discretion, right to bail, plea bargaining, underage adult offenders, risk assessment, good conduct sentence reduction, etc.) select one as the topic of your Annotated Bibliography. NOTE, this Annotated Bibliography focuses on the issue, procedure, action or activity, NOT the criminal event.

Using the following information, prepare an annotated bibliography using no fewer than four (4) sources.

1. Locate books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the items. Then, choose those works (minimum of 4 for this assignment) that provide a variety of perspectives on your topic. **At least two (2) of these sources must be from the UMUC library.** (If you need assistance in searching the library databases, go to [http://www.umuc.edu/library/tutor/intro.htm](http://www.umuc.edu/library/tutor/intro.htm) and take the tutorial. The Guide to Criminal Justice Resources—UMUC is available for your research for this course.)
2. Type the reference information for the book, article, or document in a list **using American Psychological Association (APA) formatting.**
3. Write a brief (usually about 150 words) descriptive and evaluative paragraph for each source that summarizes the central theme and scope of the book, article, or document. Include one or more sentences that:
   a. evaluate the authority or background of the author;
   b. comment on the intended audience;
   c. compare or contrast the work with another you have cited; and
   d. explain how this work illuminates your bibliography topic.

**NOTE:** Elements 3a-d are unique and are essential to the annotation for each source for full credit for this project. These assessments are usually not available in pre-composed commentaries about the source material. Students are cautioned against copying pre-composed information (See UMUC policy on Plagiarism) or otherwise shortcutting their original work for this assignment.

Annotations vs. Abstracts

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority. **Abstracts will not be accepted for this project.**
Sample Annotated Bibliography Entry for a Journal Article, Using the APA Format (Content is not relevant to this assignment).
The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. The authors find their hypothesis strongly supported in young females, while the effects seem lesser in young males. Increasing the time away from parents before marriage seems to increase individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams, cited below, suggests no significant gender differences in sex role attitudes as a result of nonfamily living. This work will be cited to support the aspect of my final project that focuses on the increasing popularity of “college-away” for young adults and the role such separation plays in the deterioration of the family unit. The disproportional findings for men and women does not negate the central premise that college-away hurts rather than enhances family values.

Format Requirements
Create a cover page for your assignment, including your name, course title and number, project title, topic selected and date of submission. As noted above, each abstract should contain approximately 150 words.

Case Study OR Experiential Project: Due Week 5

Recognizing that our students are in different locations and have access to different resources, we offer you a choice between two projects below for submission. Read the instructions for both carefully before choosing.

Case Study Option:
"Letting the Big Ones Get Away—A Focus on Ethics"

As an assistant prosecutor, you are under orders from the state's attorney to increase drug prosecutions to help him make his reputation as a drug warrior in his campaign for Congress. You have successfully prosecuted several big-name drug dealers and put them behind bars. You are in line for promotion based on your high-profile successes. In fact, when the total number of years for offenders' sentences is calculated, your record is tied only with that of your fiercest competitor, who is also up for promotion. One of your current cases promises to vault you ahead if you can secure a reasonable plea bargain from the defense attorney.

Here is the problem: The drug dealer you have in your sights is a crafty and politically connected criminal. He has been charged in the past with several offenses, and has always been able to avoid prosecution. This time, he was caught with a kilo of cocaine at his girlfriend's house, and you have a perfect case if only the girlfriend will testify against him. She is pregnant with his child and does not want to do this. His high-priced defense attorney has come to you with a deal. If you drop the charges against him, the drug dealer will testify that the cocaine belonged to the
girlfriend. As the girlfriend has several shoplifting and bad check convictions, the state's mandatory minimum sentence statute will kick in, and you will be able to send her to prison for a 40-year term.

You really want to nail the drug dealer instead of the girlfriend; however, she refuses to cooperate. She does not believe you when you tell her that her boyfriend has offered to roll over on her, and because the cocaine did not belong to her, she naively thinks that she will not be prosecuted. That state's attorney just wants a big conviction, and this one would ensure your promotion. [Case source: Fuller, J. R. (2010). Criminal justice: Mainstream and crosscurrents (p. 328). Upper Saddle River, NJ: Prentice Hall.]

Using information from the textbook, the course conferences, and 2 outside resources, what course of action would you take?

**Format Requirements:**
Your paper should be a minimum of 1,000 words, double-spaced using 12 pt. font, and have both a cover page and a bibliography page. The cover and bibliography pages are not to be included in the word count. Use APA citations for all resources.

**Experiential Project Options**

In this project, you will conduct one of the following—practitioner interview, criminal court visit, police ride-along, or correctional facility visit.

**Practitioner Interview**

Your task is to interview an individual of your choice involved in the criminal justice system: a police officer, attorney, judge, probation officer, researcher, current or former inmate, etc. (Note: Military personnel have the option of interviewing an equivalent person in the military.) Should your "expert" not be listed here, contact your instructor.

1) Provide the purpose of the paper and background information on the selected person. 2) Record the person's views on the criminal justice system—whether it works, in what ways it doesn't work, and the future of the criminal justice system.

Write the paper in a narrative format, detailing what you learned as the result of speaking with this person. Do not submit a "question-answer" paper. 4) Compare and contrast what your person says with relevant sections/chapters of the text. Outside sources are encouraged. 5) When using the text or other sources, properly document and reference them.

**Criminal Court Visit**

Your task is to visit a criminal court session. (Note: Military personnel have the option of visiting the military equivalent.) Depending on when you attend, you could see a series of cases or only one case. Write your reflections on what you observed and how the proceedings seemed to affect the administration of justice.

1) Begin with a cover page with your name, project title, course, and date submitted. 2) Write an introductory section explaining the purpose of the paper. 3) Write your reflections on what you observed and how the proceedings seemed to affect the administration of justice. 4) Compare
Police Ride-Along

This is an observational assignment that focuses on the use of discretion by the police officers who patrol our communities. (Note: Military personnel may participate in a ride-along with a military police officer.) Your task is to ride with a police officer for a few hours and observe who is stopped and why. Who is arrested and why? How does the use of discretion play into the patrol officer's job?

1) Begin with a cover page with your name, project title, course, and date submitted. 2) Write an introductory section that includes the purpose of the paper and information on the assignment of the officer, his or her department, and the date, time, and duration of the ride-along. 3) Using a narrative format, provide the officer's views on the use of discretion in his or her job, then follow this with your observations and conclusions based on his or her performance. Use the questions above to guide your observations and questions. 4) Use research information from the text in analyzing the information obtained. 5) When using the text or other sources, properly document and reference them.

Correctional Facility Visit

Your task is to visit a correctional facility (adult, juvenile, military) and compare and contrast what you see with what the text indicates.

1) Begin with a cover page with your name, project title, course, and date submitted. 2) Write an introduction that provides the purpose of the paper and information concerning the facility visited. 2) If possible, interview residents, administrators, and correctional officers. How do they view the correctional process? What are the pros and cons of the types of facilities we have in the United States? How has corrections changed over the past ten years? 3) Write the information down in a narrative format. 4) Compare and contrast the information obtained with chapters/sections in the text. 5) When using the text or other sources, properly document and reference them.

Format Requirements:

All papers must be a minimum of 1,000 words, double spaced, and 12 pt. font, using 1 inch margins. Additionally, all papers should have both a cover page (to include your name, project title, course, and date submitted). The paper must also include a bibliography page. Note: the cover and bibliography pages are not to be included in the word count. Use APA citations for all resources.

Final Project: Research Paper: Due Week 8

This assignment is to demonstrate your mastery of how the criminal justice system works. This assignment is designed to give you an opportunity to display your knowledge of the parts and processes of the criminal justice system. The more specific and detailed the paper is, the more effective it will be in demonstrating your understanding of the system.
Step 1. Find an article in the mass media describing a crime that has been committed. The article should contain considerable details regarding the crime, not just that a crime was committed. In finding your article describing the crime here are some examples of mass media sources: CNN, FoxNews, MSNBC, Local newspaper websites, Local television station websites, New York Times, Washington Post, LA Times, etc.

Step 2. Describe the process that the offender would go through in the criminal justice system, beginning with arrest. For purposes of this assignment you are to assume that the offender will be eventually convicted, thus your paper should also include all stages in the criminal justice process subsequent to conviction. Upon conviction, you must also determine the probable sentence the offender will receive, (institutionalization or community-based supervision), explain why the sentence you have chosen would most likely occur, and what the offender can expect in light of this sentence. Students who exhibit mastery of this project and how the system works will also provide a probable alternative to the selected sentence, fully explaining “why” this alternative could also occur. In essence, this paper will track the offender from removal from the community by police, to return to the community free of imposed supervision.

Step 3. Conclude your analysis by discussing what you believe to be the weakest link in the criminal justice process and the strongest link in the process. Provide explanations to support your assessments for both. Careful critical thinking is required. Invest considerable effort in thinking about what you have learned over the course of the term in addressing this final aspect of the mission.

Form and Format:
The paper must be a minimum of 1500 words in length. This does not include the title page or references.

The sources you are to use to obtain information for your descriptions of the criminal justice process include the course reading material and two peer-reviewed journal articles. As an academic paper it must contain APA formatted citations throughout the paper whenever information is being presented from a source. Even though you may have personal experience in the field (e.g. police officer) or use knowledge obtained in previous courses, information used in this paper must be supported through the use of citations which meet the criteria for sources indicated above. An APA formatted reference section must be provided at the very end of the paper. The title page and page headers should also be in APA format. You can find examples of citations and references through the following links:

http://www.umuc.edu/library/libhow/citationresources.cfm
http://www.umuc.edu/library/libhow/apa_examples.cfm#intext

An example of the correct page header and title page format can be found in Unit 3 of the APA Tutorial in the Course Content.

Here are the sections that should appear in your paper, each of which should be subtitled:
Introduction
Description of the crime
Description of the process in the criminal justice system the offender would go through, beginning with arrest
Your analysis of the weakest and strongest links in the criminal justice process
Conclusion

If you have any questions about this assignment, please contact your instructor.

Conference, Week 8: Why Do People Commit Crime?

For the most part, professionals in the criminal justice system are not concerned with why people commit crime; rather, their interest is in stopping criminals from negatively affecting the safety and security of people who abide by the law. In this week, we will briefly look at the field of criminology and the theorists and researchers who attempt to understand why people violate the law.

Having analyzed the criminal justice system throughout this semester, why do you believe people commit crime? Which criminological theories best explain why people violate laws passed to protect lives and property?

General Grading Rubric for all written projects.

(The course instructor may adopt, modify or remove this grading rubric.)

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<tr>
<th>Element Evaluated</th>
<th>Evaluation Criteria</th>
<th>Score</th>
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<tr>
<td>Overall content of paper, analysis, presentation, or project (40% of total grade available for this paper/project)</td>
<td>Excellent: Content of the paper addresses all information required by assignment, demonstrates critical thinking skills, sophisticated analysis and other perspectives. (36-40%)&lt;br&gt;Superior: Content of the paper addresses most to all information required by assignments and demonstrates critical thinking skills, critical analysis and other perspectives. (32-35%)&lt;br&gt;Satisfactory: Content of the paper addresses a majority of the information required by the assignment and demonstrates some critical thinking skills, critical analysis and other perspectives (28-31%)&lt;br&gt;Unsatisfactory: Content of the paper address a minimal amount of the information required by the assignment and demonstration of critical thinking skills, critical analysis and other perspectives is lacking (11-30%)</td>
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| Responsiveness to Project Description e.g.; application of theory and knowledge to given facts Terminology, Organization, etc. (30%) | **Lacking:** Paper submitted is unacceptable (0-10%)  
**Excellent:** Application of theory and knowledge is very evident. Use of topic-specific terminology is correct in all instances. Organization is relevant to topic, clear and understandable with logical flow. (27-30%)  
**Superior:** Comprehensive understanding of theory and knowledge is shown. Use of topic-specific terminology has only minor errors. Minor mistakes in organization and style. (22-26%)
**Satisfactory:** Some understanding of theory and knowledge is shown. Topic-specific terminology is mostly correct. Organization is mostly relevant, clear, and logical (21-23%)
**Unsatisfactory:** Understanding of theory and knowledge is lacking in significant respects. Multiple mistakes in topic-specific terminology. Lacks relevance, is unclear, difficult to understand, or logic is missing. (11-20%)
**Lacking:** Understanding is absent. Correct topic-specific terminology not used. Disorganized, improper style (0-10%) |
| Formatting, references, and APA citations (15%) | **Excellent:** Assignment is formatted exactly as required, all required citations and references are present and APA standards are followed in every respect (14-15%)  
**Superior:** Assignment is formatted as required with minor/inconsequential deviations, resource requirements are met, citations and references are present and APA standards are followed (12-13%)
**Satisfactory:** Assignment mostly formatted as required but missing some required elements/sources or some APA errors are evident (10-11%)
**Unsatisfactory:** Assignment is missing major elements, lacks required sources or APA is not followed however a different citation method is used correctly (5-9%)
**Lacking:** Assignment is not complete and/or citations and references are lacking (0-4%) |
| Grammar / Mechanics (15%) | **Excellent:** No or minor English and grammar usage errors (14-15%)  
**Superior:** A few minor/inconsequential mistakes in English and grammar (12-13%)  
**Satisfactory:** Some obvious mistakes evident in English and grammar usage (10-11%)
**Unsatisfactory:** Many mistakes evident in English/grammar usage (5-9%)
**Lacking:** So many mistakes that assignment is unacceptable (0-4%) |
Academic Policies

Academic Integrity

UMUC is an academic community that honors integrity and respect for others, and it is expected that, as a member of this community, you will maintain a high level of personal integrity in your academic work at all times.

Academic dishonesty is the failure to maintain academic integrity, and includes the intentional or unintentional presentation of another person's ideas or products as your own (plagiarism); the use or the attempt to make use of unauthorized materials, information, or study aids in any academic exercise; and the performance of work for another student (cheating). All academic work you submit during your time at UMUC must be original and must not be reused in other courses.

Turnitin.com

The university has a license agreement with Turnitin, an educational tool that helps identify and prevent plagiarism from Internet resources. Your instructor may use the service in class, either by requiring you to submit assignments electronically to Turnitin, by submitting assignments on your behalf, or by providing the option for you to check your own work for originality. The Turnitin Originality Report will indicate the amount of original text in your work and whether all the material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

If you or your instructor submit all or part of your assignment to the Turnitin service, Turnitin will by default store that assignment in its database. The assignment will be checked for any matches between your work and other material stored in Turnitin's database. If you object to the long-term storage of your work in the Turnitin database, you must let your instructor know no later than two weeks after the start of this class.

You have three options regarding the storage of your assignment in the Turnitin database: 1) You can do nothing; your assignment will then be stored in the Turnitin database for the duration of UMUC's contract with Turnitin; 2) You can ask your instructor to have Turnitin store your assignment only for the duration of the semester or term, then have your assignment deleted from the Turnitin database once the class is over; or 3) You can ask your instructor to change the Turnitin settings so that your assignment is not stored in the Turnitin database at all.

Please note: Your instructor may use other services in addition to or in place of Turnitin to check your work for plagiarism.

Course Expectations

For an eight-week course, you should expect to spend about six hours per week participating in class discussions and activities (online or onsite) and two to three times that number of hours outside class in study, assigned reading, and preparation of assignments. Courses offered in shorter formats will require more time per week. You are expected to meet the same learning
outcomes and perform the same amount of work in an online course as in an onsite course. Active participation is required in all online courses, and you should expect to log in to your online course several times a week.

The following links to important academic policies and other information are provided to help you as you complete your coursework at UMUC.

**Policies and Procedures**

- [Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment](#) — Nondiscrimination: It is the policy of UMUC that no student or employee of the university or contractor/vendor conducting business with the university may discriminate on the basis of race, religion, color, creed, sex (including sexual harassment), marital status, age, national origin, political affiliation, mental or physical disability, or sexual orientation. Individuals who believe they have been discriminated against because of any factor protected under this policy may file a complaint of discrimination.

- [Information on Support for Disabled Students](#)

- [University System of Maryland Board of Regents' Policy on Academic Integrity](#)

- [UMUC's Policy on Academic Dishonesty and Plagiarism](#)

- [UMUC's Policy on the Grade of Incomplete, Grade Pending, and Withdrawal](#)

- [UMUC's Policy on the Code of Student Conduct](#)

- [UMUC's Policy and Procedures for Review of Alleged Arbitrary and Capricious Grading](#)

For more information about student services and more general information, visit UMUC's website at [http://www.umuc.edu](http://www.umuc.edu).
## Course Schedule: **CCJS100**
**Schedule Title:** **8-Week**

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<th>Date</th>
<th>Assignments</th>
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<tr>
<td><strong>Week 1</strong></td>
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<td>• Text: Chapters 1, 2, 16</td>
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<td></td>
<td>• Module 3: Measuring Crime and Victims; Toward a Victim-Centered System</td>
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<td>• Conference</td>
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<td><strong>Week 2</strong></td>
<td><strong>Read:</strong></td>
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<td>• Text: Chapters 4, 15</td>
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<td></td>
<td>• Module 3: Victims of Crime</td>
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<td>• Conference</td>
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<td>• Annotated bibliography</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Read:</strong></td>
<td>Annotated bibliography due end of week</td>
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<tr>
<td></td>
<td>• Text: Chapters 5, 6</td>
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<td>• Module 2: Discretion in the Criminal Justice System; Police Discretion</td>
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<td>• Module 4: Sex Offenders in the System: Arrest through Sentencing</td>
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<td><strong>Week 4</strong></td>
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<td>• Text: Chapter 7</td>
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<td>• Conference</td>
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<td>Week 5</td>
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|        | • generalizability  
|        | • policy implications |

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<tr>
<th>Week 5</th>
<th>Read:</th>
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|        | • Text: Chapters 8, 9, 10  
|        | • Module 2: Prosecutorial Discretion; Judges' Discretion; Costs and Benefits of Discretion |

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|        | • Conference  
|        | • Case study |

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<th>Week 5</th>
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<td>• Experiential project</td>
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<tr>
<th>Week 6</th>
<th>Read:</th>
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|        | • Text: Chapters 11, 12, 13  
|        | • Module 2: Discretion in Release Decisions  
|        | • Module 4: Sex Offenders in Prison and the Community |

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<th>Week 6</th>
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<td>• Conference</td>
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<th>Week 7</th>
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|        | • Text: Chapters 3, 14  
|        | • Module 1: all  
|        | • Module 4: Why They Offend |

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<th>Week 7</th>
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<td>• Conference</td>
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<th>Week 8</th>
<th>Do:</th>
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</table>
|        | • Conference  
|        | **Final Project: research paper** |
## Issues
- application of theory

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**Course Schedule:** CCJS100  
**Schedule Title:** 8-Week Hybrid

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<tr>
<th>Date</th>
<th>Assignments</th>
<th>Due Date</th>
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| **Week 1**| **Read:**  
  - Text: Chapters 1, 2, 16  
  - Module 3: Measuring Crime and Victims; Toward a Victim-Centered System  
  
  **Be Prepared for the following In-Class activities:**  
  **Do:**  
  - Conference                                                                |                        |
| **Week 2**| **Read:**  
  - Text: Chapters 4, 15  
  - Module 3: Victims of Crime  
  
  **Be Prepared for the following In-Class activities:**  
  **Do:**  
  - Conference  
  - Annotated bibliography                                                   |                        |
| **Week 3**| **Read:**  
  - Text: Chapters 5, 6  
  - Module 2: Discretion in the Criminal Justice System; Police Discretion  
  - Module 4: Sex Offenders in the System: Arrest through Sentencing  
  
  Annotated bibliography due end of week                                       |                        |
| Week 4 | Read:  
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<td>• Text: Chapter 7</td>
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**Be Prepared for the following In-Class activities:**
**Do:**
• Conference

| Week 5 | Read:  
|--------|---------------- |
|        | • Text: Chapters 8, 9, 10  
|        | • Module 2: Prosecutorial Discretion; Judges' Discretion; Costs and Benefits of Discretion |

**Be Prepared for the following In-Class activities:**
**Do:**
• Conference  
• Case study  
OR  
• Experiential project  

| Week 6 | Read:  
|--------|---------------- |
|        | • Text: Chapters 11, 12, 13  
|        | • Module 2: Discretion in Release Decisions  
|        | • Module 4: Sex Offenders in Prison and the Community |

**Be Prepared for the following In-Class activities:**
**Do:**

Case study or experiential project due end of week
| Week 7 | Read:  
| Text: Chapters 3, 14  
| Module 1: all  
| Module 4: Why They Offend  
| **Be Prepared for the following In-Class activities:**  
| Do:  
| Conference  
| **Research paper due end of week** |
| Week 8 | Do:  
| Conference  
| **Final Project: research paper**  
| **Be Prepared for the following In-Class activities:**  
| Issues  
| application of theory |