



WILCO AREA CAREER CENTER

CRJ100 Introduction to Criminal Justice

Fall 2022

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Mon/Tue/Wed/Thur/Fri
Session One: 7:50 a.m. – 9:50 a.m.
Session Two: 9:55 a.m. – 11:50 a.m.
Session Three: 12:20 p.m. – 2:26 p.m.

Course Description

This course provides an introduction, overview, and survey of the American criminal justice system. The class will evaluate the role, development, policies, and management of the various public agencies and organizations that embody the criminal justice system.

IAI number: 901

Credit Hours: 3

Method of Instruction

- Lecture/Demonstrations/Remote/Hybrid
- Lab/Practicals
- Group Projects
- Individual Assignments

Welcome:

You have registered for an exciting approach to the study of Criminal Justice. Assigned readings are enhanced by Internet assignments that will take you to many interesting and unique places on the World Wide Web. This online class is designed for disciplined, self-motivated, independent learners. Although we will be moving through the semester as a class, there are times during the semester that you will be studying on your own or in small groups. However, at no time should you feel alone. As your instructors, we will be available throughout the semester

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to answer questions or to discuss any of the assigned material. We will be as close as your phone or computer and as accessible as a call or an e-mail message. What we especially welcome are those questions that you may feel are too “dumb” to ask. They are often the most insightful.

Diversity:

As your instructor, it is my intent that students from diverse backgrounds and perspectives be well-served by this course and that the diversity which students bring to this class be viewed and used as both a resource and a strength. It is also my intent to assign materials and plan learning activities that are respectful of diversity, be it gender, race, socioeconomic status, culture, linguistic background, religion, gender, sexual orientation, ethnicity, age, physical ability, perspective or any other such characteristic. Any suggestions for improving the value of diversity for you personally or for other students or student groups in this course are encouraged and appreciated.

Learning Platforms

- Google Classroom. Students must log into Google with their @wilcoacc.org ID [Classroom.Google.com](https://classroom.google.com)
- NGL Learning. All assignments, quizzes, and exams will appear in NGL Learning. Instructions to access NGL Learning will be distributed through student accounts <https://k12.cengage.com/portal/Home>

Course Outline

	INTRODUCTION		
	UNIT 1: The Criminal Justice System		UNIT 2: The Police and Law Enforcement
1	Criminal Justice Today	5	Law Enforcement Today
2	Causes of Crime	6	Problems and Solutions in Modern Policing
3	The Crime Picture: Offenders and Victims	7	Police and the Constitution: The Rules of L.E
4	Inside Criminal Law		
	UNIT 3: Criminal Courts		UNIT 4: Corrections
8	Courts and the Quest for Justice	12	Probation, Parole and Intermediate Sanctions
9	Pretrial Procedures: The Adversary System in Action	13	Prisons and Jails
10	The Criminal Trial	14	The Prison Experience and Prisoner Reentry
11	Punishment and Sentencing		

Book, Supplies, and Supplementary Materials

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- **Textbooks:**
 - Gaines, Larry K., and Roger LeRoy Miller. *Criminal Justice in Action*. 11th ed. Boston, MA: Cengage Learning, 2019 ISBN: 9781337557832
- NOTE: All students will be provided with free access to the electronic version of the textbook through NGL/Cengage Learning**
- **Required Uniform:** Business Casual Dress. Students must be dressed appropriately including while in virtual classrooms
- **Google Classroom:** Technology will be integrated into this class. Log-in directions will be provided in class. You are responsible for checking this site daily as course information will be added to the site.
- **NGL/Cengage Learning:** Log-in directions will be provided in class. You are responsible for working on this site daily.
- **Supplies Required:** Computer, iPad, or Chromebook, paper, black pen, pencil, earbuds/headphones, mask - if present in the classroom, and gloves if conducting physical activities with others.

General Education Student Learning Outcomes

1. Students will demonstrate an ability to think critically and analytically.
2. Students will receive a basic understanding of the Criminal Justice field which will provide them a solid foundation and understanding of the many different aspects of crime and criminality. Additionally, this will provide the students with more information to utilize when analyzing what area of Criminal Justice that they will be interested in pursuing as a career.

Assessment of Learning

Formative assignments, quizzes, and final exams
Periodic summative discussion questions

Course Objectives

Chapter 1 - Criminal Justice Today

- L01: Describe the two most common models of how society determines which acts are criminal.
- L02: Define crime.
- L03: Explain two main purposes of the criminal justice system.
- L04: Outline the three levels of law enforcement.
- L05: List the essential elements of the corrections system.
- L06: Explain the difference between the formal and informal criminal justice processes.

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- L07: Define ethics, and describe the role that it plays in discretionary decision making.
- L08: Contrast the crime control and due process models.
- L09: Explain how background checks, in theory, protect the public from firearm-related violence.
- L010: Describe the defining aspects of a terrorist act, and identify one common misperception concerning terrorism.

Chapter 2 - Causes of Crime

- L01: Discuss the difference between a hypothesis and a theory in the context of criminology.
- L02: Summarize rational choice theory.
- L03: Explain how brain-scanning technology is able to help scientists determine if an individual is at risk for criminal offending.
- L04: List and describe the three theories of social structure that help explain crime.
- L05: Describe the social conflict theory known as the social reality of crime.
- L06: List and briefly explain the three branches of social process theory.
- L07: Describe the importance of early childhood behavior for those who subscribe to self-control theory.
- L08: Contrast the medical model of addiction with the criminal model of addiction.

Chapter 3 - The Crime Picture: Offenders and Victims

- L01: Discuss the primary goals of civil law and criminal law and explain how these goals are realized.
- L02: Explain the differences between crimes mala in se and mala prohibita.
- L03: Identify the publication in which the FBI reports crime data and list the two main ways in which the data are reported.
- L04: Distinguish between the National Crime Victimization Survey (NCVS) and self-reported surveys.
- L05: Describe the three ways that victims' rights legislation increases the ability of crime victims to participate in the criminal justice system.
- L06: Explain the routine activities theory of victimization.
- L07: Identify the three factors most often used by criminologists to explain changes in the nation's crime rate.
- L08: Explain why income level appears to be more important than race or ethnicity when it comes to crime trends.
- L09: Discuss the prevailing explanation for the rising number of women incarcerated in the United States.
- L010: Explain the theory of the chronic offender and its importance for the criminal justice system.

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Chapter 4 - Inside Criminal Law

- L01: List the four written sources of American criminal law.
- L02: Explain precedent and the importance of the doctrine of stare decisis.
- L03: Explain the two basic functions of criminal law.
- L04: Delineate the elements required to establish mens rea (a guilty mental state).
- L05: Explain how the doctrine of strict liability applies to criminal law.
- L06: List and briefly define the most important excuse defenses for crimes.
- L07: Discuss a common misperception concerning the insanity defense in the United States.
- L08: Describe the four most important justification of criminal defenses.
- L09: Distinguish between substantive and procedural criminal law.
- L010: Explain the importance of the due process clause in the criminal justice system.

Chapter Five - Law Enforcement Today

- L01: List the four basic responsibilities of the police.
- L02: Tell how the patronage system affected policing.
- L03: Explain how intelligence-led policing works and how it benefits modern police departments.
- L04: Identify the differences between the police academy and field training as learning tools for recruits.
- L05: Describe some of the benefits that female police officers bring to law enforcement.
- L06: Identify the main advantage of a racially and ethnically diverse police force.
- L07: Indicate some of the most important law enforcement agencies under the control of the Department of Homeland Security.
- L08: Summarize the duties of the FBI.
- L09: Analyze the importance of private security today.

Chapter 6 - Problems and Solutions in Modern Policing

- L01: Explain why police officers are allowed discretionary powers.
- L02: List the three primary purposes of police patrol.
- L03: Describe how forensic experts use DNA fingerprinting to solve crimes.
- L04: Explain why differential response strategies enable police departments to respond more efficiently to 911 calls.
- L05: Explain community policing and its contribution to the concept of problem-oriented policing.
- L06: Describe the process of socialization in police subculture.
- L07: Clarify the concepts of nondeadly force, deadly force, and reasonable force in the context of police use of force.
- L08: Determine when police officers are justified in using deadly force.

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L09: Explain what an ethical dilemma is and name four categories of ethical dilemmas that a police officer typically may face.

Chapter 7 - Police and the Constitution: The Rules of Law Enforcement

- L01: Outline the four major sources that may provide probable cause.
- L02: Explain the exclusionary rule and the exceptions to it.
- L03: List the four categories of items that can be seized by use of a search warrant.
- L04: Explain when searches can be made without a warrant.
- L05: Describe the plain view doctrine and indicate one of its limitations.
- L06: Distinguish between a stop and frisk, and indicate the importance of the case Terry v. Ohio.
- L07: List the four elements that must be present for an arrest to take place.
- L08: Explain why the U.S. Supreme Court established the Miranda warning.
- L09: Indicate situations in which a Miranda warning is unnecessary.
- L010: List the three basic types of police identification.

Chapter 8 - Courts and the Quest for Justice

- L01: Define and contrast the four functions of the courts.
- L02: Define jurisdiction and contrast geographic and subject-matter jurisdiction.
- L03: Explain the difference between trial and appellate courts.
- L04: Outline the levels of a typical state court system.
- L05: Outline the federal court system.
- L06: Explain briefly how a case is brought to the United States Supreme Court.
- L07: Explain the difference between the selection of judges at the state level and at the federal level.
- L08: Describe one alternative, practiced in other countries, to the American method of choosing judges.
- L09: List and describe the members of the courtroom work group.
- L010: List the three basic features of an adversary system of justice.

Chapter 9 - Pretrial Procedures: The Adversary System in Action

- L01: Contrast the prosecutor's role as an elected official and as a crime fighter.
- L02: Delineate the responsibilities of defense attorneys.
- L03: Explain why defense attorneys must often defend clients they know to be guilty.
- L04: Identify the steps involved in the pretrial criminal process.
- L05: Indicate the three main influences on a judge's decision to set bail.
- L06: Identify the main difference between an indictment and an information.

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- L07: Explain how a prosecutor screens potential cases.
- L08: Indicate why prosecutors, defense attorneys, and defendants often agree to plea bargains.
- L09: Describe some common criticisms of plea bargaining as an integral part of the American criminal justice system.

Chapter 10 - The Criminal Trial

- L01: Identify the basic protections enjoyed by criminal defendants in the United States.
- L02: Explain what “taking the Fifth” really means.
- L03: List the requirements normally imposed on potential jurors.
- L04: Contrast challenges for cause and peremptory challenges during voir dire.
- L05: List the standard steps in a criminal jury trial.
- L06: Describe the difference between direct and circumstantial evidence, and explain why evidence of a defendant’s “evil character” is often excluded from trial.
- L07: Identify the primary method that defense attorneys use in most trials to weaken the prosecution’s case against their client.
- L08: Delineate circumstances in which a criminal defendant may in fact be tried a second time for the same act.
- L09: List the five basic steps of an appeal.

Chapter 11 Punishment and Sentencing

- L01: List and contrast the four basic philosophical reasons for sentencing criminals.
- L02: Contrast indeterminate with determinate sentencing.
- L03: Explain why there is a difference between a sentence imposed by a judge and the actual sentence served by the prisoner.
- L04: State who has input into the sentencing decision and list the factors that determine a sentence.
- L05: Explain some of the reasons why sentencing reform has occurred.
- L06: Describe the goal of mandatory minimum sentencing guidelines and explain why these laws have become unpopular in recent years.
- L07: Identify the two stages that make up the bifurcated process of death penalty sentencing.
- L08: Explain why the U.S. Supreme Court abolished the death penalty for juvenile offenders.
- L09: Describe the main issues of the death penalty debate.

Chapter 12 - Probation, Parole, and Intermediate Sanctions

- L01: Explain the justifications for community-based corrections programs.

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- L02: Explain several alternative sentencing arrangements that combine probation with incarceration.
- L03: Specify the conditions under which an offender is most likely to be denied probation.
- L04: Describe the three general categories of conditions placed on a probationer.
- L05: Identify the main differences between probation and parole.
- L06: Explain which factors influence the decision to grant parole.
- L07: Contrast day reporting centers with intensive supervision probation.
- L08: List the three levels of home monitoring.
- L09: Summarize the paradox of community corrections

Chapter 13 Prisons and Jails

- L01: Contrast the Pennsylvania and the New York penitentiary theories of the 1800s.
- L02: Explain the three general models of prisons.
- L03: Describe the formal prison management system, and indicate the three most important aspects of prison governance.
- L04: List and briefly explain the four types of prisons.
- L05: Identify some factors that have caused the prison population to grow dramatically in the last several decades.
- L06: Indicate some of the consequences of our high rates of incarceration.
- L07: Describe the arguments for and against private prisons.
- L08: Summarize the distinction between jails and prisons, and indicate the importance of jails in the American corrections system.
- L09: Identify three conditions common among jail inmates that make the management of jails difficult for sheriffs' departments.

Chapter 14 - The Prison Experience and Prisoner Reentry

- L01: Explain the concept of prison as a total institution.
- L02: Describe a risk run by corrections officials who fail to provide adequate medical care to the inmates under their control.
- L03: Indicate some of the reasons for violent behavior in prisons.
- L04: List the circumstances in which courts have found that the "legitimate security interests" of a jail or prison justify the use of force by correctional officers.
- L05: Describe the hands-off doctrine of prisoner law and indicate two standards used to determine if prisoners' rights have been violated.
- L06: Explain the aspects of imprisonment that prove challenging for incarcerated mothers and their children.

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- L07: Contrast parole, expiration release, pardon, and furlough.
- L08: Explain the goal of prisoner reentry programs.
- L09: Indicate typical conditions for release of a paroled sex offender.

Student Conduct

Students are expected to handle themselves professionally at all times. Each student is responsible for adhering to the student Code of Conduct as stated in the Student Handbook. Professionalism includes attending and being prepared for class, being engaged, being active participants, and adhering to all rules and regulations. Students can expect to be treated as college-level students, and as such, require standards of professionalism that are highly consistent with the "real world." Students must direct comments or responses to the class in a professional manner. Due to the controversial social issues covered, if you are offended by the comments of a fellow class member or instructor, please speak to the instructor personally to discuss the issue/problem. In many cases these instances result in valuable learning experiences.

Method of Instruction

The course makes use of lectures, classroom discussion, multimedia presentations, physical training, scenarios, homework assignments, and practical activities. Guest speakers will help to give students a broad idea of the variety of career opportunities that exist in the Criminal Justice field.

Evaluation and Grading

Your grade will be based on a cumulative point total. However, do not count solely on "points" as class participation and attendance will be imperative to maintain a solid grade in this class. Grades will be based on the following criteria. Further explanation of the assigned points or assignments will follow throughout the year.

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Course Grading

Quantity	Points	Total Pts	Weight	Activity		Points Needed	Grade
3	100	300	20%	1. Unit Exams	90%+	1128	A
10	10	100	10%	2. Quizzes	80%+	1001	B
14	25	350	25%	3. Weekly Assignments	70%+	876	C
14	10	140	10%	4. Participation	60%+	750	D
14	10	70	5%	5. Discussion Questions	59%-	<=749	F
1	100	100	10%	6. Task Assessments			
1	100	100	10%	7. Research Project			
1	100	100	10%	8. Final Exam			
Totals		1260	100%				

STUDENTS MUST MAINTAIN A GRADE OF “C” OR BETTER TO REMAIN ENROLLED AS A JOLIET JUNIOR COLLEGE STUDENT TO RECEIVE COLLEGE CREDIT.

STUDENTS WITH GRADE OF “D” OR LOWER WILL BE DROPPED FROM THE COLLEGE PORTION OF THIS COURSE BY THE INSTRUCTOR.

Class Participation

Student attendance – even virtual attendance – and participation in class discussion are important to the success of any class. Since this course is conducted online, active participation by all class members is essential for generating meaningful discussions related to course material.

Synchronous Learning Session for E-Learning

Students are expected to be present in synchronous learning sessions per their home school assigned schedule . This will only occur if the school goes into lockdown mode. Times may vary.

09:00 am - 9:20 am Google Meet Link: <https://meet.google.com/wmy-jbsm-cmh>

11:00 am - 11:35 am Google Meet Link: <https://meet.google.com/tbd-mngz-ekd>

12:45 pm - 1:05 pm Google Meet Link: <https://meet.google.com/rjk-fhrk-ice>

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Late Work

One letter grade will be deducted for all late work assignments turned in within one week. No late work will be accepted after 7 days late. Grades will be calculated cumulatively throughout the semester. The semester marks the end of the first grading period. Students start the second semester with a fresh start. At the end of the semester, letter grades are awarded as defined. Students are expected to participate in all activities including all synchronous learning sessions and physical training when in-person. Participation points will be deducted for non-participation.

College Statement about grades of 'F' and withdrawal from class.

Students may withdraw from a course by processing an add/drop form during regular office hours through the JJC Registration and Records Office at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade of 'F' in the course. At any time prior to the deadline dates established. The instructor will withdraw a student from college credit because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

College Documentation Styles

APA format is the adopted style for this class.

STUDENT RESPONSIBILITIES:

Six primary behaviors are expected;

1. Respect each other
2. Take responsibility for your actions
3. Be fair
4. Act with honesty
5. Trust each other
6. Demonstrate civility

Additionally, responsible students should do the following things.

- Read the course syllabus

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- Demonstrate and respect divergent opinions
- Complete all assignments no later than the deadline. The deadline is the last possible time to submit it. Earlier is better.
- Get INVOLVED in class discussions and ask questions if you are unsure
- Notify the instructor EARLY in the course if you are having problems
- Read material before the due dates
- Manage your time so assignments are done EARLY
- Create index study cards, work with other students to have a study group

ALL written work must be typed.

NETIQUETTE: In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following tips for interacting online in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford.

*Remember that the person receiving your message is someone like you, someone who deserves and appreciates courtesy and respect.

*Be brief; succinct, thoughtful messages have the greatest impact.

*Your messages reflect on YOU; take time to make sure that you are proud of their form and content.

*Use descriptive subject headings in e-mail messages.

*Think about your audience and the relevance of your messages.

*Be careful with humor and sarcasm; without the voice inflections and body language of face-to-face communication, Internet messages can be easily misinterpreted.

*When making follow-up comments, summarize the parts of the message to which you are responding.

*Avoid repeating what has already been said; needless repetition is ineffective communication.

*Cite appropriate references whenever using someone else's ideas, thoughts, or words.

CONTROVERSIAL SUBJECTS MATTER

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Criminal justice areas of study may include very controversial and sometimes sensitive subject matter. In order to facilitate class discussion and debate, the instructor may use humor or play the "devil's advocate" in order to get students involved in discussion. Some of the possible subjects may be, but not limited to the following: death, nude bodies, autopsy photographs, homicide scenes, sexual assaults, rape, abortion, bestiality, pornography, flag burning, child pornography, sodomy, sex, racism, sexism, animal sacrifice, religion, police brutality, bullet wounds, and child abuse.

STUDENT ATTENDANCE

Even virtual attendance – and participation in class discussion are important to the success of any class. Since this course is conducted online, active participation by all class members is essential for generating meaningful discussions related to course material. **Students are required to attend a minimum of one synchronous class per week to receive class participation points.**

ASSIGNMENTS

There are a minimum of three graded assignments per week, a weekly quiz or exam, and discussion questions. These assignments may vary based on the activity for the week.

QUIZZES (Required):

15 points each/10% of overall course grade. There is NO opportunity to make-up quizzes, and all will be taken online through the NGL site and are NOT timed.

DISCUSSION QUESTIONS

Will be delivered through Google Classroom.

EXAMS:

There will be 3 exams throughout the semester that will cover different chapters throughout the semester. Each exam consists of multiple choice, true/false or essay questions. It will be available online. There will be no opportunity to make up for the exams, unless there are extenuating circumstances. The dates and times for the exams are posted on the course calendar, Google Classroom, and the NGL learning platform.

RESEARCH PROJECT:

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All students are required to submit a research project on or before the due date. Details about the research project will be posted in the Google Classroom. Research projects will be presented to the class. 100 points/10 % of overall course grade.

FINAL EXAM

All students will be required to take a final exam. The final exam is 100 points/10% of overall course grade.

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Course Schedule

DUE TO COVID-19, student start dates vary based on their home school calendars. All students will begin in the Introduction and Orientation phase on the start date assigned by their home school.

Part One - The Criminal Justice System

8/16/22 Chapter 1 Criminal Justice Today

	Due Date	Pts
Chapter 1 Video Cases: Fast Facts, E1, E2, E3, E4	8/27	24
Chapter 1 Think, Decide, Act The American Criminal Justice System	8/27	16
Chapter 1 You Decide Part II - Justify Your Choices: Purpose of Criminal Justice to Me.	8/27	1
Quiz Chapter #1	8/27	13

8/29/22 Chapter 2 Causes of Crime

	Due Date	Pts
Chapter 2 Video Cases: Fast Facts, E1, E2, E3	9/3	18
Chapter 2 Think, Decide, Act Life Course Theories	9/3	10
Chapter 2 You Decide - Justify Your Choices: Purpose of Sociological Matters to me.	9/3	1
Quiz Chapter #2	9/3	15

9/5/22 Chapter 3 The Crime Picture: Offenders and Victims

	Due Date	Pts
Chapter 3 Video Case: Fast Facts, The Crime Picture E1, E2, E3	9/10	18

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Chapter 3 You Decide Think, Decide, Act: Crime Trends and Patterns	9/10	16
Chapter 3 You Decide -Sources of Crime Data and Why it matters to Me?	9/10	1
Quiz Chapter #3	9/10	15

9/12/22 Chapter 4 Inside Criminal Law

	Due Date	Pts
Chapter 4 Video Case: Inside Criminal Law E1, E2, E3	9/17	20
Chapter 4 You Decide: Think, Decide, Act: - The Law of Criminal Procedure	9/17	16
Chapter 4 You Decide : Why does reforming the criminal law matter to me?	9/17	1
Exam #1	9/17	100

Part Two - The Police and Law Enforcement

9/19/22 Chapter 5 Law Enforcement Today

	Due Date	Pts
Chapter 5 Video Case: LE Today, E1, E2, E3	9/24	15
Chapter 5 You Decide Part Think, Decide, Act; Policing Today	9/24	10
Chapter 5 You Decide: Why Does the History of Policing Matter to Me?	9/24	1
Quiz Chapter #5	9/24	15

9/26/22 Chapter 6 Problems and Solutions in Modern Policing

	Due Date	Pts
Chapter 6 Video Cases: Problems in Modern Policing, E1, E2, E3	10/1	20
Chapter 6 You Decide, Think Decide, Act: Police Community Policing	10/1	16

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Chapter 6 You Decide- Why Does Community Policing Matter to Me?	10/1	1
Quiz Chapter #6	10/1	15

10/3/22 Chapter 7 Police and the Constitution: The Rules of Law Enforcement

	Due Date	Pts
Chapter 7 Video Cases: Police and the Constitution: The Rules of Law Enforcement	10/8	24
Chapter 7 Think, Decide, Act; Warrants, Search, and Seizure	10/8	16
Chapter 7 You Decide-Why do warrantless searches and arrests matter to me?	10/8	1
Exam #2	10/8	100

Part Three - Criminal Courts

10/10/22 Chapter 8 Courts and the Quest for Justice

	Due Date	Pts
Chapter 8 Video Cases: Courts and the Quest for Justice	10/15	18
Chapter 8 Think, Decide, Act; Structure and Function of American Courts	10/15	19
Chapter 8 You Decide : Why Does the Judiciary Matter to Me?	10/15	1
Quiz Chapter #8	10/15	15

10/17/22 Chapter 9 Pretrial Procedures: The Adversary System in Action

	Due Date	Pts
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Chapter 9 Video Cases, Pretrial Procedure: The Adversary System in Action E1, E2, E3	10/22	18
Chapter 9 Think, Decide, Act; The Defense and Prosecution	10/22	19
Chapter 9 You Decide: Why does Plea Bargaining Matter to Me?	10/22	1
Quiz Chapter #9	10/22	15

10/24/22

Chapter 10 The Criminal Trial

	Due Date	Pts
Chapter 10 Video Cases, The Criminal Trial, E1, E2, E3	10/29	18
Chapter 10 Think, Decide, Act The Criminal Trial	10/29	19
Chapter 10 You Decide, Why does Professionalism and Ethics in the Courtroom Matter to Me?	10/29	1
Quiz Chapter #10	10/29	15

10/31/22

Chapter 11 Punishment & Sentencing

	Due Date	Pts
Chapter 11 Video Cases: Punishment and Sentencing E1, E2, E3	11/5	18
Chapter 11 Think, Decide, Act, The Goals of Punishment and Sentencing Structure and Guidelines	11/5	16
Chapter 11 You Decide: Why Does Debating the Death Penalty Matter to Me?	11/5	1
Exam #3	11/5	100

Part Four - Corrections

11/7/22

Chapter 12 Probation, Parole, and Intermediate Sanctions

	Due Date	Pts
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Chapter 12 Video Cases: Fast Facts, Probation, Parole, and Intermediate Sanctions, E1, E2, and E3	11/12	20
Chapter 12 Think, Decide, Act, Probation Consideration and Administration	11/12	16
Chapter 12 You Decide: Why do Intermediate Sanctions Matter to Me?	11/12	1
Quiz Chapter #12	11/12	15

11/14/22 Chapter 13 Prisons and Jails

	Due Date	Pts
Chapter 13 Video Cases: Fast Facts Prisons and Jails E1, E2, E3	11/23	18
Chapter 13 Think, Decide, Act: Prison, Organization, Administrators, and Officers	11/23	16
Chapter 13 You Decide: Why do Private Prisons Matter to Me?	11/23	1
Quiz Chapter #13	11/23	15

12/5/22 Chapter 14 The Prison Experience and Prisoner Reentry

	Due Date	Pts
Chapter 14 Video Cases: The Prison Experience and Reentry E1, E2, E3	12/12	18
Chapter 14 Think, Decide, Act: Prison Violence	12/12	16
Chapter 14 You Decide: Why Does Correctional Rehabilitation Matter to Me?	12/12	1

	Due Date	Pts
Research Project and Presentation	12/13/2021	200
Final Exam	12/15/2021	100
Semester Ends	12/17/2021	

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