SYLLABUS
SOC 205: Crime, Public Policy, and the Criminal Justice System
Summer 2019

Instructor: James. H. Gadberry, Ph.D
Email: jgadberry@unm.edu Office Hours: I will answer emails within 24 hours. There is a Virtual Office located in Blackboard. You can post questions anytime, but I will real-time monitor this discussion area every Thursday from 2:00pm to 3:00pm (MST). I also encourage you to make an appointment with me if you need.

Course Description

This course provides an introduction to social issues that are currently affecting the criminal justice system in the United States. The course will cover the history of the U.S. criminal justice system and how our system compares with other countries. We will address how the U.S. criminal justice system attempts to create and preserve a balance between sustaining order, maintaining individual rights, and promoting justice. Important themes also include, but are not limited to: discussion of how crime and delinquency are measured, key correlates of crime, sociological approaches to researching crime, sociological theories of crime, the quality of crime data in the U.S., and how it is used to make public policy decisions, and the causes and consequences of mass incarceration in the United States.

Student Learning Outcomes

1. Identify the current practices and functions of the criminal justice system.
2. Understand and communicate how crime data is collected and measured and how this data informs the claims of policy makers and public policy outcomes.
3. Demonstrate the ability to compare and contrast the institutional practices and stratification of the U.S. criminal justice system with other criminal justice systems in the developed regions of the world.
4. Communicate an understanding of sociological theories of the U.S. criminal justice system through academic research, in-class discussions, written assignments, and other methods.
5. Describe the functions of the social institutions connected to crime, e.g., polity, media, education, family.

Course Materials

Title: Essentials of Criminal Justice 10th Ed.
Authors: Larry J. Siegel and John L. Worrall
Year: 2017
Publisher: Cengage

Assessments

UNM-conducts ongoing assessments of student learning so that we can continue to improve the curriculum to give students the best education possible. The data collected for this assessment will be selected by the instructor or the department and may come from exams, projects, or other assignments. The assessment will focus on the learning outcomes in this syllabus (listed above).
The data from this assessment will be collected and reported anonymously. Data summaries will be reported to the department, to the Office of Instruction, and posted on the web.
The information collected will be used to make improvements to curriculum and teaching. This assessment is not a reflection of your grade and is not a grading exercise; it is simply an evaluation of how well students are mastering certain skills.

Instructional Methods

Welcome to our class! Online classes are very fast paced. If you have completed online courses you already know this fact. If you are new to online classes you will soon learn what the others already know. The key is to not panic. Stay up with your readings, plan some time to study, complete your work on time, and, add to the class discussion. These things will take you down the road to success.

Let me start with a discussion concerning what I expect from each of you in this class. Online classes can be a bit confusing. I hope this introduction helps clear up some of that confusion.

Discussion Assignments

1. There will be two (2) discussion assignments in each Learning Module. Additionally, there will be one (1) introduction discussion in the "Start Here" area due the first week of class.
2. Each discussion assignment requires an initial post answering the discussion question. You are also required to reply to your classmate's initial posts and replies. You must post your initial answer to each discussion question before you will be allowed to reply to classmates. Refer to the Discussion Grading Rubric located in the Rubrics folder in the "Start Here" area for more details.

Reflection Exercises

 1. There will be one (1) writing assignment in each Learning Module.
 2. The Reflection Exercises can be turned in anytime before the Learning Module closes.
 3. The Reflection Exercises must be turned in using the submission area on the Blackboard platform.

Exams

There will be two multiple-choice exams. The first exam covering Chapters 1 through 6 will be in Learning Module 2. The Final exam will cover Chapters 7 through 12 and be in Learning Module 4.

Grades and Grading Policies

Evaluation will be based on the following course activities and components:
Discussions: 9 @ 20 points each = 180 points
Exams: 2 @ 100 points each = 200 points
Reflection Exercises: 4 @ 50 points each = 200 points
See the "Rubrics" folder for details concerning grading of the assignments. The grades will be based on the following scale: A=90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, and F = below 60%.

Additional Thoughts Concerning Discussions

You may find it useful to respond as you read the posts and your thoughts are fresh. At times, you may want to think about a response for a day or two before adding your post. It is often best to compose your discussion and responses off line using a word processor. This allows you to take your time composing your work. An additional advantage to this method is that you will be able to check the work for spelling and grammar. If you complete your responses this way you will also have a saved record of all your submissions.

You may choose to answer a post directly from the discussion board. Be sure to review your work for clarity and spelling before you hit the submit button.

You are expected to be the sole author of your work. If you use the work of someone else you must properly cite and reference that contribution. This requirement includes Internet materials. Be especially careful when you use the Internet as a source. Be sure to recognize all copyrights. Penalties for plagiarism are extensive. They can range from non-acceptance of the work to expulsion.

Be courteous in your discussions. Do not post anything illegal, erotic, harassing, threatening, embarrassing, racially or ethnically offensive or insensitive.

I will not respond to every post. I want to let the class develop its own paths. When necessary, I will join in. This may be to add material, provide guidance, encourage, or to redirect. I will read each and every post.

Course Schedule

2 June - 16 June. Learning Module 1: The Nature of Crime, Law, and Criminal Justice.
16 June - 30 June. Learning Module 2: The Police & Law Enforcement.
30 June - 14 July. Learning Module 3: Courts and Adjudication.
14 July - 28 July. Learning Module 4: Corrections & Alternative Sanctions.

Academic Honesty Policy

You are expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests, or assignments; claiming credit for work not done or done by others (plagiarism); and hindering the academic work of

other students. A brief guide to what constitutes plagiarism and how to avoid it can be found here: http://losalamos.unm.edu/library/docs/avoiding-plagiarism.pdf.

Email Etiquette

When emailing a professor:

1. Include your class and what the email is regarding in the subject line.
2. Address your professor appropriately using their professional title (Hi Dr. Gadberry). And don't misspell their name.
3. Try to keep the email brief and to the point.
4. Write in a positive tone.
5. Be clear about what you are asking. Do not ask for extra credit or for me to change your grade at the end of the semester.
6. Check for spelling, punctuation, and grammar errors before clicking Send.
7. Use a professional font, not decorative.
8. Use sentence case. DO NOT USE ALL CAPITAL LETTERS, all lower case letters, or lots of colors.
9. Do not use "text speak" in an email. In other words, use complete and grammatically correct sentences.
10. Keep graphic symbols/emojis to a minimum and use only when appropriate.
11. Use a signature (identify yourself) that includes contact information.
12. Re-read your message before sending it.
    You should check Announcements each time you log in to the online classroom. You will receive information about campus emergencies via LoboAlerts. Confirm that you are signed up to receive notifications on http://loboalerts.unm.edu.