



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CRJ 101	Introduction to the Criminal Justice System	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3 lecture hours	None	Spring 2022
<u>Catalog description:</u>		

Overview of the systems of criminal justice in the United States, including a survey of the agencies for the administration of justice and the relationships among them.

<u>General Education Category:</u> Not GenEd	<u>Course coordinator:</u> Cavit Cooley (609) 570-3625 cooleyc@mccc.edu
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Required texts & Other materials: Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Criminal Justice: A Brief Introduction, 13th Edition
Author: Schmalleger
Publisher: Pearson
2020

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

1. Illustrate the interrelationship among the various components of the criminal justice system.[Supports ILG 5,11; PLO 1,2,3,4,5,6,7]
2. Identify and explain the functions of the criminal justice system's major components, i.e., police, prosecution, courts, probation, corrections, and parole.[Supports ILG 5,11; PLO 1,2,3,4,5,6,7]
3. Demonstrate an understanding of the causes and consequences of crime and criminality.[Supports ILG 5, 8, 9,11; PLO 1,2,3,6,7]
4. Analyze the validity of statistical tabulations and crime research.[Supports ILG 5,8,9,11; PLO 1,3,7]
5. Explain the historical origins of the American criminal justice system.[Supports ILG 5,7,8,9,11 PLO 1,3,6,7]

Course-specific Institutional Learning Goals (ILG)

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Criminal Justice- Law Enforcement and Corrections Option (PLO)

1. Discuss the history and philosophy of the components of the criminal justice system
2. Describe the formal and informal political and community structures that affect criminal justice agencies
3. Describe the fundamental concepts and principles of management and administration employed in various police agencies.
4. Discuss the roles of various criminal justice professionals,
5. Discuss the role of corrections officer in contemporary America.
6. Compare and contrast historically the philosophies of rehabilitation and punishment.
7. Describe both traditional and new practices being employed in correctional institutions.

Units of study in detail – Unit Student Learning Outcomes:

Unit I Overview of the Criminal Justice System [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Analyze the goals of criminal justice include doing justice, controlling crime and preventing crime.
- Compare and identify the existence, organization, and jurisdiction of national and state criminal justice systems, including the dual court system.
- Differentiate criminal justice as a "system," with specific characteristics: discretion, resource dependence, sequential tasks, and filtering.
- Distinguish and classify the primary agencies of criminal justice, and the prevalence of local agencies and institutions.
- Identify the flow of decision making in the criminal justice system, including the steps in the decision making process.
- Compare crime and justice in a multicultural society.
- Classify the categorization of crime, including *mala in se*, *mala prohibita*, occupational, organized, visible, victimless, and political.

- Analyze the extent of crime, crime trends, and related demographic influences.
- Differentiate and analyze the sources for measuring crime and the weaknesses of those sources (especially UCR and NCVS).
- Compare and categorize the existence of differences in criminal behavior patterns of men and women.
- Identify the role of victims in precipitating crimes.
- Distinguish and categorize the classical and positivist theories about the causes of crime, including biological, psychological, and sociological approaches.
- Differentiate and compare the policy implications of the respective theories about the causes of crime.
- Categorize the development of American criminal law from the English common law system.
- Compare and analyze the sources of criminal law.
- Distinguish the principles of substantive criminal law.
- Compare and analyze the accepted defenses and their justifications in substantive criminal law.
- Infer procedural due process.
- Analyze the expansion of the meaning of the Bill of Rights and its protections for criminal defendants.

Unit II The Police [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Distinguish the English origins from which American police eventually developed.
- Compare and analyze the history of American police, including the Political Era, the Professional Model era, and the Community Model era.
- Identify and differentiate the organization of the police in the American federal system, including federal, state, county, municipal, and Native American Tribal agencies.
- Classify styles of policing, including watchman, legalistic, and service.
- Distinguish and compare police functions and the extent of those functions, including order maintenance, law enforcement, and service.
- Identify the nature of police work, including citizen-police encounters and the role of discretion.
- Analyze police dealing with special populations, multi-cultural populations and the movement toward community crime prevention.
- Distinguish the recruitment, training, and socialization of police officers.
- Categorize the recruitment and integration of women and minority officers.
- Identify the police subculture, including the working personality and the elements of danger and authority
- Differentiate the organization of police departments and their allocation of resources.
- Analyze police action and decision making, including organizational response and productivity issues.

- Identify the role of detectives and the investigation function, including the apprehension process and forensic techniques.
- Classify the role of specialized operations in traffic, vice, and drug enforcement and technology issues such as DNA databases.
- Differentiate the officer's role in controlling crime under the rule of law.
- Compare and analyze search and seizure issues.
- Identify arrest and interrogation issues.
- Compare and distinguish circumstances justifying warrantless searches.
- Categorize Miranda warnings and their consequences.
- Differentiate the Exclusionary Rule, its application to the states, and exceptions to the rule.
- Identify the issues and problems posed by the increase in private policing.
- Compare and analyze police patrol activities including issues of preventive patrol, response time, foot versus motorized patrol, aggressive patrol, and community-oriented policing.
- Categorize police use of new technology and weapons in the fight against crime.
- Classify police abuse, including police brutality and corruption.
- Analyze civic accountability including internal affairs divisions, civilian review boards, standards and accreditation, and civil liability.

Unit III Adjudication and the Courts [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Categorize the dual court system, the hierarchy of courts, and the fragmented nature of the organization of courts in the United States.
- Differentiate the judge's functions and roles in the criminal court.
- Compare and analyze the methods used for selecting judges and the results of those selection methods.
- Classify the decentralized organization of prosecution in the United States.
- Infer the significant discretionary power of prosecutors to make unsupervised, low visibility decisions that shape criminal justice outcomes.
- Classify the exchange relations between prosecutors and other actors that affect prosecutors' decisions (e.g., police, victims, court, community, etc.).
- Distinguish the prosecutor's dilemma of seeking to win cases for the state while also ensuring that justice is served.
- Analyze the role conceptions of prosecutors: trial counsel for police; house counsel for police; representative of the court; and elected official.
- Categorize the nature of the accusatory process.
- Classify the Supreme Court's requirement for the appointment of defense counsel for indigent defendants facing incarceration.
- Differentiate the difference between the television image of the defense trial attorney and the reality of defense attorneys engaged in plea bargaining and exchange relations.
- Identify the role of the defense attorney as client-counselor and agent-mediator as well as the environment of criminal defense work.

- Compare and analyze the characteristics and weaknesses of the three systems for indigent defense: assigned counsel, contract counsel, and public defender.
- Survey the issue of attorney competence and standards for assessing ineffective assistance of counsel.
- Identify the impact of the local legal culture on the courts; the development and impact of courtroom workgroups.
- Analyze the underlying purposes of bail.
- Identify the actors who influence the bail decision.
- Distinguish the consequences of being detained, especially for poor defendants, and the debate over preventive detention.
- Classify mechanisms utilized to reform the bail system or as alternatives to money bail.
- Survey the central role of plea bargaining and prosecutor' discretion in determining the outcomes of most criminal cases.
- Differentiate the difference between implicit and explicit plea bargaining.
- Analyze the role of exchange relationships in plea bargaining, the actors who influence plea negotiations, and the tactics used by those actors.
- Distinguish the justifications for and criticisms of plea bargaining.
- Classify the stages of the trial process.
- Survey the nature and prevalence of jury trials; the functions of the jury; the selection of juries and the experience of being a juror.
- Survey the appellate process.
- Differentiate the philosophical basis for criminal punishment.
- Analyze the goals and weaknesses of retribution.
- Identify the goals and weaknesses of deterrence.
- Survey the goals and weaknesses of incapacitation.
- Distinguish the goals and weaknesses of rehabilitation.
- Compare and differentiate the nature and extent of the various forms of criminal sanctions, including incarceration, intermediate sanctions, probation, and death.
- Distinguish and analyze the constitutional and policy debates concerning the application of capital punishment.
- Categorize the influences on sentencing including administrative context, attitudes and values of judges, presentence reports, and sentencing guidelines.
- Compare and analyze the debates about who receives the harshest punishment.

Unit IV Corrections [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Survey the history of corrections from the development of the penitentiary to reformatories to the rise and fall of rehabilitation, including the Pennsylvania and New York systems and community corrections.
- Distinguish and delineate the nature of prisons by classification and the fragmented organization of corrections nationally.
- Analyze the nature of and problems facing local jails.
- Compare and differentiate institutions for women and private prisons.

- Identify and classify constitutional rights of prisoners, probationers, and parolees.
- Categorize laws and regulations that define the relationships between correctional administrators and their staff such as civil service laws and liability of correctional personnel.
- Survey correctional policy trends for prisoners, probationers, and parolees
- Identify the assumptions underlying community corrections.
- Analyze the evolution of probation, the nature of probation services, and probation revocation.
- Compare and delineate intermediate sanctions including fines, restitution, forfeiture, home confinement, community service, intensive probation, and boot camps.
- Survey the difficulties in implementing intermediate sanctions.
- Delineate the future of community corrections.
- Compare and identify the goals of incarceration including the custodial model, rehabilitation model, and reintegration model.
- Classify prison management and organization.
- Identify the correctional officers' role.
- Distinguish and delineate special populations including the elderly, prisoners with HIV/AIDS, and long-term inmates.
- Analyze prison society including adaptive roles, the inmate code, and the prison economy.
- Categorize women in prison including social relationships and differences between men's and women's prisons.
- Survey prison classification and programs.
- Differentiate violence in prison including contributing causes and the role of age, attitudes, race, and gangs.
- Survey the origins and development of parole in the United States.
- Compare and analyze release mechanisms and their impact.
- Identify problems facing parolees.
- Compare and distinguish community programs following release.
- Analyze the role of the parole officer.
- Differentiate the revocation of parole.
- Analyze the future of prisoner reentry.
- Survey the nature and extent of youth crime.
- Analyze the history of juvenile justice.
- Distinguish the importance of age and jurisdiction in the juvenile system.
- Identify the role of police, intake screening, pretrial procedures and transfer to adult court.
- Categorize the adjudication and disposition process in the juvenile system.
- Compare and analyze juvenile corrections including probation, custodial care, institutional programs, and aftercare.

Evaluation of student learning:

Students should be given a variety of opportunities for course participation. This may include oral discussions and/or presentations, examinations, and research writing. The student will be given at least (2) examinations during the course of the term with the dates and format to be

decided by the instructor. Examinations may include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important criminal justice book, a summary of an interview with a primary worker in the criminal justice system, or a research paper on a specific issue in criminal justice. The instructor will determine the percentage of the examinations, the research paper, and class participation in the computation of each student's grade.

<u>Scale</u>	A =	93-100%
	A- =	90- 92%
	B+=	87- 89%
	B =	83- 86%
	B- =	80- 82%
	C+=	77- 79%
	C =	70- 76%
	D =	60- 69%
	F =	0- 59%

Teaching- learning methods employed shall include lectures, discussions, supplemented by appropriate related texts, and audio- visual medial. Guest speakers (practitioners) and other academicians are considered beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.