# **CCRJ 1013 Introduction to Criminal Justice Syllabus**

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**Course Number and Title:** CCRJ 1013 – Introduction to Criminal Justice

**Course Brief Description:**
An examination of the history, organization, and function of the local, state, and federal agencies that make up the criminal justice system. The survey is organized around the three major components of the criminal justice system: police, courts, and corrections. 3 credit hours.

**Prerequisite Knowledge:**

No prerequisite is required for the course.

**Student Course Learning Objectives:**

At the end of this course, students will be able to:

1. Recognize criminal Justice as a system, process, and area of knowledge.
2. Identify the major components of the criminal justice system: law enforcement, courts, and corrections.
3. Understand the difference between the formal and informal processes of the criminal justice system.
4. Analyze the various contemporary criminal justice perspectives on approaching the crime problem.

**Course Materials:**

Textbook: Pressbooks *Introduction to Criminal Justice* adaptation by Chantel Chauvin, Brandon Hamann, Michelle Holcomb, Franklyn Scott and Pamela Simek <https://louis.pressbooks.pub/criminaljustice>

*Introduction to Criminal Justice* contains vocabulary terms and interactive H5P elements. Students are expected to complete the exercises in the book.

**Instructor Contact Information:** [*Keep as a placeholder for future adopters]*

Instructor:

* Name:
* Email:
* Phone:
* Office:
* Office Hours:
* Communication policy:

**Course Schedule:**

*In this schedule, you will list the topics and the corresponding course materials (chapters, videos, etc.) covered in sequence. This schedule demonstrates how you would organize your course around open materials and should be reflective of your course description, goals, and student learning outcomes.*

*The typical academic semester is ~15 weeks, so this template is using 15 modules. Use this to outline the topics you would cover on a module (or weekly or other scale) basis and the corresponding readings/resources that support that content. Add/remove rows as needed. The table is designed so with the top row repeats if the table spreads to a new.*

| **Module** | **Topics and Concepts**List and describe as necessary the topics and concepts covered in each weekly unit. | **Corresponding Course Materials** Where relevant, indicate if the resource is a chapter(s) or section(s) of a larger resource. |
| --- | --- | --- |
| 0Getting Started | Complete the “Getting Started” Module | * Check the News and Announcements Forum
* Read the Course Syllabus
* Introduce yourself to the class
* Read the instructions for the Q & A Forum
 |
| 1 | Crime, Criminal Justice, and Criminology | Pressbooks *Introduction to Criminal Justice* Chapter 1 |
| 2 | Criminological Theory | Pressbooks *Introduction to Criminal Justice* Chapter 2 |
| 3 | Criminal Law | Pressbooks *Introduction to Criminal Justice* Chapter 3 |
| 4 | Policing | Pressbooks *Introduction to Criminal Justice* Chapter 4 |
| Mid-Term Exam | Mid-Term Exam |  |
| 5 | Courts and Sentencing | Pressbooks *Introduction to Criminal Justice* Chapter 5 and 6 |
| 6 | Corrections and Community Corrections | Pressbooks *Introduction to Criminal Justice* Chapter 7 and 8 |
| 7 | Juvenile Justice | Pressbooks *Introduction to Criminal Justice* Chapter 9 |
| 8 | Current Issues in U.S. Criminal Justice | Pressbooks *Introduction to Criminal Justice* Chapter 10 |
| Final Exam | Final Exam |  |

**Course Policies:** *[outline these as best as you can in terms of what is required for this course]*

* **Technology Requirements**

Students must have access to a laptop or desktop computer that can connect reliably to broadband internet, as well as the ability to navigate the school’s Learning Management System (LMS). Chrome, Firefox, and Safari are recommended web browsers to use for accessing the school’s LMS and submitting materials online.

* **Computer Skills**

Students must have at least basic proficiency in word processing applications (Microsoft Word, Google Docs, etc.) and be able to submit files to an online system.

* **Evaluation**

*May include both formative and summative assessment included, graded items, and expectations around assessments (participation, submission process). Note the role of the H5P content in Pressbooks: is this for self-practice or for a grade. If graded, indicate the grading scheme (is it graded based on average attempt, best attempt, first attempt, or last attempt).*

* **Grading Policy**

 *Grading scale and late work policy, if applicable.*

**University Policies and Support:** *[Keep as a placeholder for future adopters]*

* **Code of Conduct**
* **Online Etiquette**
* **Academic Integrity**
* **Diversity Statement**
* **Accessibility and Disability Services**
* **Technology Support**
* **Academic Support Services**