

# CRJU 2200 The Judicial Process [Term]

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: [xxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxx@xxxxx.edu)

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messenger. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

Provides an overview of the judicial component of the criminal justice system which focuses on the structure, role, jurisdiction, and operation of the courts and the courtroom workgroup in the adjudicatory and appellate process at the local, state, and federal levels.

### Prerequisites:

- None

### Course Learning Outcomes:

This course should enable students to:

1. Students will demonstrate a basic understanding of the structure of American law and its application in federal and state courts.
2. Students will demonstrate an understanding of courtroom work groups, with emphasis on prosecutors, defense attorneys, and judges.
3. Students will demonstrate an understanding of the function and mobilization of criminal law, including treatment of victims and processing of defendants.
4. Students will demonstrate an understanding of the trial process at the state and federal levels, as well as sentencing, and appellate review.
5. Students will relate their knowledge to an observation in a courtroom and demonstrate the ability to write a basic observation paper using proper grammar and organizational skills.

## Required Text, Software, and Additional Materials

<b>Title:</b>	<i>America's Courts and the Criminal Justice System</i>
<b>Author(s):</b>	David W. Neubauer and Henry F. Fradella
<b>Publisher:</b>	Cengage Learning
<b>Edition/Year:</b>	11th edition
<b>ISBN:</b>	9781285062235

<b>Format:</b>	Ringbound, loose-leaf
<b>Type (Required/Optional):</b>	Required

## Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

## Materials and Resources for APA Formatting:

1. Owl at Purdue Online Writing Lab APA formatting website (provides endless examples/samples/and formatting tips): <https://owl.english.purdue.edu/owl/resource/560/01/>
2. APA Style website (scroll to bottom of homepage for quick link access to formatting and reference questions): <http://www.apastyle.org/>
3. **Recommended (purchase not required):** *Publication Manual of the American Psychological Association* (sixth edition). Washington, DC.: American Psychological Association. Copyright year: 2010.

## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

## Teaching Philosophy:

XXXXXXXXXXXXXXXXXXXX

## Course Requirements (Instructional Methods):

1. xxxxxx
2. xxxxxx
3. xxxxxx

## Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	Required Reading	ACTIVITIES - What's Due?	Possible Points:	Due Date:
<b>Module 1</b> xx - xx	Syllabus <b>Chapter 1</b> - Courts, Crime, and Controversy <b>Chapter 2</b> - Law and Crime <b>Chapter 3</b> - Federal Courts <b>One 2-minute Court Overview Video</b>	<ul style="list-style-type: none"> <li>• Review Syllabus</li> <li>• Mandatory Attendance Quiz</li> <li>• Mandatory Attendance Introduction Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Points</li> <li>• 5 Points</li> </ul>	
<b>Module 2</b> xx - xx	No Assigned Textbook Readings <b>Chapter 1 -3 PowerPoints</b> <b>One 22- minute module-related video</b> <b>1 U.S. Federal Court Video</b>	<ul style="list-style-type: none"> <li>• Discussion Board 1</li> <li>• Quiz 1 (Ch. 1 - 3)</li> <li>• U.S. Courtroom Online Observation Project Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• 30 points</li> <li>• 25 points</li> <li>• 50 points</li> </ul>	
<b>Module 3</b> xx - xx	No Required Readings <b>U.S. Court Federal Court Videos 3-13</b>	<ul style="list-style-type: none"> <li>• U.S. Courtroom Online Observation Project Part 2 - Draft Due</li> </ul>	<ul style="list-style-type: none"> <li>• 100 points</li> </ul>	
<b>Module 4</b>	<b>Chapter 4</b> - State Courts <b>Chapter 17</b> - Juvenile Courts	<ul style="list-style-type: none"> <li>• Quiz 2 (Ch. 4 &amp; 17)</li> </ul>	<ul style="list-style-type: none"> <li>• 25 points</li> </ul>	

xx - xx	PowerPoints (2) Videos	• Discussion Board 2	30 points	
<b>Module 5</b> xx - xx	<b>Chapter 5 - The Dynamics of Courthouse Justice</b> PowerPoint	• Discussion Board 3	• 30 points	
<b>Module 6</b> xx - xx	<b>Chapter 8 - Judges</b> PowerPoint Videos	• Quiz 3 (Ch. 5 & 8)	• 25 points	
<b>Module 7</b> xx - xx	No Required Readings	• U.S. Courtroom Online Observation Project Part 2	• 150 points	
<b>Module 8</b> xx - xx	<b>Chapter 6 - Prosecutors</b> <b>Chapter 7 - Defense Attorneys</b> PowerPoints (2) Videos	• Quiz 4 (Ch. 6 & 7)	• 25 points	
<b>Module 9</b> xx - xx	<b>Chapter 16 - Appellate and Habeas Corpus Review</b> PowerPoint	• Discussion Board 4	• 30 points	
<b>Module 10</b> xx - xx	<b>Chapter 9 - Defendants and Victims</b> PowerPoint	• Quiz 5 (Ch. 9 & 16)	• 25 points	
<b>Module 11</b> xx - xx	<b>Chapter 10 - From Arrest and Bail to Arraignment</b> PowerPoint	• Criminal Case Review	• 150 points	
<b>Module 12</b> xx - xx	<b>Chapter 11 - Disclosing and Suppressing Evidence</b> PowerPoint	• Quiz 6 (Ch. 10 & 11)	• 25 points	
<b>Module 13</b> xx - xx	<b>Chapter 12 - Negotiated Justice and the Plea of Guilty</b>	• Research Paper Draft Due • Opinion Discussion Board 1	• 100 points • 5 points	
<b>Module 14</b> xx - xx	<b>Chapter 13 - Trials and Juries</b>	• Discussion Board 5	• 30 points	
<b>Module 15</b> xx - xx	<b>Chapter 14 - Sentencing Options</b>	• Research Paper Final Submission Due • Opinion Discussion Board 2	• 150 points • 5 points	

<b>Module 16</b> xx - xx	<b>Chapter 15 - Sentencing Decisions</b>	<b>Opinion Discussion Board 3</b>	• 5 points
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## Grading and Standards

### Grade Breakdown:

<b>GRADED ACTIVITY</b>	<b>POINTS</b>	<b>BRIEF DESCRIPTION</b>
<b>Attendance Verification</b> <ul style="list-style-type: none"> <li>Mandatory Attendance Quiz</li> <li>Mandatory Attendance Introduction Discussion Board Post</li> </ul>	5 points  5 points	Both the attendance quiz and introduction discussion are mandatory for attendance verification and must be completed by the deadline in order to be considered enrolled and participating in the course. You will receive 5 points each towards your overall grade for completing both of these requirements on time.
<b>Discussions (5 at 30 points each)</b>	150 points	There are five (5) collaborative discussion board (DB) interactions throughout the course. The topics, word lengths, source requirements, and other instructional details are not consistent for each DB so read each weeks DB instructional page and grading rubric very carefully so as not to overlook these differences.  Each DB is worth a total of 30 pts.
<b>Quizzes (6 at 25 points each)</b>	150 points	Each of the six (6) quizzes contains 20 multiple-choice questions worth one point each as well as two essay questions worth 2.5 points each, making an overall total points possible of 25.  There is no time restraint and you are allowed two attempts for each quiz. Each quiz is also open book and open PowerPoint. The PowerPoint presentations are especially helpful during the quizzes, as some questions are answered from them.
<b>U.S. Courtroom Online Observation Project Part 1</b>	50 points	You are not required to physically visit a courtroom, but you can choose to do so if you like (but only with permission in advance from the instructor); otherwise, you will utilize the specific U.S. Courts website page provided to you in the instructional document for this project.  You will observe an online criminal proceeding. Then utilizing the provided word document template you will compile your part 1 project following the instructions provided. This part 1 project will be utilized in assembling the next portion of this project: the part 2 phase.  APA formatting required. Third-person voice required.
<b>U.S. Courtroom Online Observation Project Part 2</b> <ul style="list-style-type: none"> <li>Draft</li> <li>Final Submission</li> </ul>	100 points (Draft)  150 points (Final)	Using your Part 1 submission (after you have made any needed corrections following instructor feedback), observe the remaining online criminal proceeding videos 3 – 13 to compile the data needed for the part 2 project. Once you have your rough draft assembled you will submit it by the deadline date.  This draft is worth a total of 100 points.  Then after receiving instructional feedback on your part 2 draft you will make any needed corrections before resaving your project under a new document name and resubmitting it as your final submission by its respective deadline date.

		<p>The final part 2 project submission is worth a total of 150 points.</p> <p>This is a 3- to 5-page summary and analysis of the proceedings, courtroom workgroup, and other criminal justice issues from your observation using APA formatting. Third-person voice required.</p>
<p><b>Research Paper</b></p> <ul style="list-style-type: none"> <li>• Draft</li> <li>• Final submission</li> </ul>	<p>100 points (Draft)</p> <p>150 points (Final)</p>	<p>Research one of the following cases listed (in the instructional document) or any current case that has had a profound effect on the plea bargaining ability and process (Check with me for approval on a case not listed to make sure it was impacting on plea bargaining ability and processes).</p> <p>In a 3- to 5-page paper answer the following questions (within the instructional document) using APA formatting. Then submit as your draft by the deadline date.</p> <p>Using your Research Paper Draft submission as a guide, make any needed corrections following instructor feedback, then submit your final paper by the deadline date. If you did not make any mistakes on your draft (or they were minimal) your final submission should be a breeze, as you would just be making those corrections and resubmitting with a different filename by the final submission deadline date.</p> <p>APA formatting required. Third-person voice required.</p>
<p><b>Criminal Case Review</b></p>	<p>150 points</p>	<p>Utilizing textbook chapters 1 through 10 and the subsequent PowerPoint presentations for those chapters, analyze the Amanda Knox case (or any current criminal case of your choosing) by providing your viewpoints on the questions listed in the instructional document.</p> <p>This is a 2- to 3-page paper using first-person and APA formatting. Important: This will be the only paper submission in which first-person voice is allowed.</p>
<p><b>Opinion Discussion Board Post</b> (3 at 5 points each)</p>	<p>15 points</p>	<p>There are three (3) required opinion discussions that count five (5) points each. Each opinion discussion has a different set of questions to choose from, but you will only select one to answer and discuss. There is no minimum or maximum word length for these discussions and no sources are required. In addition, you are not required to reply to any of your classmates' threads. These discussions can be in first-person voice.</p>

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- 930 - 1030 points = A
- 840 - 929 points = B
- 760 - 839 points = C
- 699 - 759 points = D
- Below 698 points = F

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

### **Grade Turnaround:**

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## **Attendance and Late Policy**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### **Time Commitment:**

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### **Late Policy:**

Late Assignments: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx

Late XXXXXXX: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxx



# Academic Misconduct

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.