

CRJU 3100 Criminal Law [Term]

Course Instructor:

[Instructor Name]

[Institution name]

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Office hours:

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

During office hours you can contact me via GoVIEW Email or Instant Messages tool. 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

Offers an overview of both substantive and procedural law related to the definitions, investigations, processing, and punishment of crimes. The course will introduce students to the legal idea of criminal responsibility, the concept and elements of criminal responsibility, required state of mind (mens rea), and prohibited conduct (actus reus). The course discusses the substantive content, structure, and sources of major crimes against persons and property and provides a comprehensive evaluation of various legal defenses to criminal liability under both common law (case law) and statutory law (legislative law) approaches.

Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

Course Learning Outcomes:

This course should enable students to:

1. Demonstrate a sound general knowledge of criminal law.
2. Demonstrate the ability to think critically about issues in criminal law, analyzing and interpreting situations, events, practices, and cases.
3. Demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

Required Text, Software, and Additional Materials

Title:	<i>Criminal Law</i>
Author(s):	Jennifer L. Moore and John L. Worrall
Publisher:	Pearson
Edition/Year:	1st / 2012
ISBN:	ISBN-10: 0131383175 ISBN-13: 978-0131383173

Type (Required/Optional):	Required
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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:

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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 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:

Course Requirements (Instructional Methods):

This course is an introduction to the study of criminal law. This semester, we will examine the basics of criminal law. We will discuss the laws concerning the most common types of crime, along with legal defenses available. Finally, we will analyze laws that restrict behaviors based on “moral” beliefs and laws that protect the State from terrorism and other offenses.

This course contains 8 learning modules. Each module represents a unit of instruction. Everything you need for the instruction and assignments is located inside each module.

You should expect to read about 100 pages from your textbook for each assigned module. For most modules, you will complete an original discussion post, two reply discussions posts, a writing assignment, and a quiz over the assigned readings. It is important to note that not every module will have all of these activities. Some modules may include a required discussion and writing assignment while other modules may require a discussion and quiz component. The required activities for each module are outlined in the "Advance Organizer" at the beginning of the learning module. You will also submit a final research paper (8-10 pages) and two exams (a midterm and a final) in this course.

Quizzes will consist of multiple choice questions; exams will be a combination of short answer and multiple choice questions. You are allowed to use your textbook when completing your quizzes and exams. However, they are timed so you will not be able to look up each question. Therefore, it is imperative that you complete the reading and take your own notes before beginning a quiz or exam. The research paper will ask you to identify a particular topic regarding criminal law and write a literature review on this topic. The writing assignments are small tasks designed to help you write your final paper.

1. xxxxxx
2. xxxxxx
3. xxxxxx

Student Participation Expectations:

You will complete a discussion activity in each Module (excluding the midterm and final weeks/modules). You will be asked to answer a question or set of questions. The questions should be thoroughly answered and properly cited using the APA format. You will also be responsible for replying to two other students' posts. Both original and reply posts should clearly demonstrate that you have completed the assigned weekly readings. Therefore, they should both include citations from the textbook.

Some of the discussions may be structured as debates or may ask students to provide their own informed opinion on specific topics. You are taking this class at a time in which there is much public debate over the role of police, best practices, and the future of policing itself. Many of us have strong opinions about these issues. It is perfectly acceptable to disagree with one another and to engage in a debate. However, we will be following two basic rules:

1. **Always be respectful and kind to one another.** Do not make personal attacks and do not assume that a critical view of a specific police officer/department/practice equates to a lack of respect for police. We can acknowledge the importance of police offices while also being critical of particular aspects of modern policing. That is how we improve as a society!
2. **Ground your arguments in empirical evidence.** This last point is especially important in an educational setting. Do not make any factual claims unless you can support them with empirical evidence (such as can be found in your textbook and others, government websites, etc.). Unfortunately, much public debate is built around incorrect or incomplete knowledge; let's do our best to correct this weakness in this course.

Writing Guidelines:

You will complete two short papers this semester. Each one should be at least three pages long, with Times New Roman, 12-pt font, 1" margins, and include a title page and a bibliography page. In-text citations should be in APA format.

- It should be 8 to 10 pages long, with Times New Roman, 12pt font, 1" margins, and include a title page and a bibliography page.
- In-text citations must be in APA format.
- The title page should include a title and your name.

- You should cite the textbook and at least 5 outside, academic sources in the paper. Academic sources are those found in peer reviewed journals or academic books. Check with your instructor if you are not sure if a source is academic.
- Use APA-style in-text citations throughout the paper. Any time you get information from the textbook or any other source, it should be cited. You should not make factual claims without providing evidence (i.e., citing a credible source). This website from Purdue contains instructions for how to cite properly in APA format: <https://owl.english.purdue.edu/owl/resource/560/01/>
- The bibliography page should be in APA format. (See Purdue website above for instructions.) Any source cited in the paper should be included in the bibliography page.
- All papers may be submitted and evaluated for plagiarism via Turnitin (plagiarism detection system).

Course Schedule:

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

MODULE & DATES	READING ASSIGNMENTS	ACTIVITIES - What's Due?
SYLLABUS AND START ITEMS x/x - x/x	<ul style="list-style-type: none"> • Online course syllabus • Course structure and navigation overview 	<ul style="list-style-type: none"> • Mandatory Attendance Quiz • Introduction Discussion
MODULE 1: FOUNDATIONS x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 1 • Chapter 1: The Basics of Criminal Law • Chapter 2: Limitations on the Criminal Law • Chapter 3: The Elements of Criminal Liability 	<ul style="list-style-type: none"> • Module 1 Discussion Questions (optional) • Module 1 Discussion: Foundations (required) • Module 1 Assignment: Research Question
MODULE 2: DEFENSES TO CRIMINAL LIABILITY x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 2 • Chapter 4: Justification Defenses • Chapter 5: Excuse Defenses 	<ul style="list-style-type: none"> • Module 2 Discussion Questions (optional) • Module 2 Discussion: Defenses to Criminal Liability (required) • Module 2 Assignment: Prospectus • Module 2 Quiz
MODULE 3: MIDTERM x/x - x/x	<ul style="list-style-type: none"> • Review Chapters 1-5 	<ul style="list-style-type: none"> • Module 3 Discussion Questions (optional) • Module 3 Discussion: Midterm Feedback (optional) • Module 3 Assignment: Annotated Bibliography • Midterm Exam
MODULE 4: MULTIPLE OFFENDERS AND INCHOATE CRIMES x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 4 • Chapter 6: Complicity and Vicarious Liability • Chapter 7: Inchoate Crimes 	<ul style="list-style-type: none"> • Module 4 Discussion Questions (optional) • Module 4 Discussion: Multiple Offenders & Inchoate Crimes (required) • Module 4 Assignment: Outline • Module 4 Quiz
MODULE 5: CRIMES	<ul style="list-style-type: none"> • Online content and web resources 	<ul style="list-style-type: none"> • Module 5 Discussion Questions (optional)

AGAINST PERSONS x/x - x/x	provided in Module 5 <ul style="list-style-type: none"> • Chapter 8: Homicide • Chapter 9: Assaultive Offenses 	Module 5 Discussion: Crimes Against Persons (required) <ul style="list-style-type: none"> • Module 5 Assignment: Rough Draft • Module 5 Quiz
MODULE 6: CRIMES AGAINST PROPERTY x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 6 • Chapter 10: Property Damage and Invasion • Chapter 11: Theft and Analogous Offenses 	<ul style="list-style-type: none"> • Module 6 Discussion Questions (optional) • Module 6 Quiz
MODULE 7: OTHER CRIMES x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 7 • Chapter 12: Public Order, Morality, and Vice Crimes • Chapter 13: Terrorism and Offenses Against the State 	<ul style="list-style-type: none"> • Module 7 Discussion Questions (optional) • Module 7 Discussion: Crimes Against Property (required) • Module 7 Quiz
MODULE 8: RESEARCH PAPER AND FINAL EXAM x/x - x/x	<ul style="list-style-type: none"> • Review Chapters 6-13 	<ul style="list-style-type: none"> • Module 8 Discussion Questions (optional) • Research Paper • Final Exam

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	POINTS/WEIGHT	BRIEF DESCRIPTION
Discussions (5)	50 Points (10 Points Each) 12.5% of Final Grade	In addition to the “Introductions” discussion post, you will complete 5 original discussion posts this semester and 10 reply posts. You can find discussion posts in their weekly modules, on the “Content” page, or under the “Communications” tab on the course navigation bar. Once grades have been published, you will be able to see feedback for each discussion post by clicking “Grades” under the “Assessment” tab on the course home page.
Writing Assignments (5)	50 Points (10 Points Each) 12.5% of Final Grade	You will complete five paper assignments throughout the term that are intended to help you with the final research paper. Paper assignments can be located in the weekly modules, on the “Content” page, or under the “Assessments” tab under “Assignments” on the course navigation bar. Completed paper assignments will be uploaded via the proper Assignment folder. You will receive a confirmation email once you have submitted your paper. Once paper assignments are assessed, you will be able to view feedback via the Assignment folder from your instructor.
Quizzes (5)	100 Points (20 Points Each) 25% of Final Grade	You will complete 5 quizzes this semester. Quizzes can be located in their weekly modules, on the “Content” page, or under the “Assessments” tab on the course navigation bar.

		Each quiz contains 20 multiple-choice style questions, worth 1 point each, from the required reading assignments. You will be allowed 2 attempts on each quiz and the highest score will be recorded.
Research Paper	100 Points 25% of Final Grade	<p>At the beginning of the semester, you will choose a research topic relating to criminal law. You must research this topic using class textbooks and outside academic sources. The 5 writing assignments will help you build towards your final research paper. The detailed expectations and requirements for the Research Paper are located in Module 8.</p> <p>The point of the paper is to show that you understand all class material, have thoroughly researched your topic, and have made an informed opinion about the topic. Your topic can be about any element of criminal law, but it should relate directly to the course.</p>
Exams (2)	100 Points (50 Points Each) 25% of Final Grade	<p>There are two required exams in this course, the Midterm Exam and Final Exam. You will have 1 attempt with 90 minutes to complete each exam. You are allowed to use your notes and book, but with the time limit, you will not be able to look up each answer. Thus, be sure that you have read and reviewed all materials on the most important material prior to beginning your attempt.</p> <p>The Midterm Exam covers concepts from Chapters 1-5. It includes 25 multiple-choice questions, each worth 1 point. It also includes 5 short essay questions, each worth 5 points. Essay answers should be 1-3 paragraphs long.</p> <p>The final exam covers Chapters 6-13. It includes 25 multiple-choice questions, each worth 1 point. It also includes 5 short essay questions, each worth 5 points. Essay answers should be 1-3 paragraphs long.</p>
TOTAL:	400 Points	

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:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

-OR - (depending on calculation method used/preferred for course, percentage vs. points)

- 360 - 400 points = A
- 320 - 359 points = B
- 280 - 319 points = C
- 240 - 279 points = D
- Below 240 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 xxxxxxxxxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Late Discussions: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

Late Xxxxxxxx: xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxx

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. 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.