

CRJU 4700 ETHICAL ISSUES IN CRIMINAL JUSTICE [Term]

Course Instructor:

[Instructor 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

An examination of the philosophical theories underlying ethics and how they relate to issues involving the police, courts, corrections, law, and principles of justice.

Prerequisites:

- CRJU 1100 - Introduction to Criminal Justice

Course Learning Outcomes:

This course should enable students to:

1. Demonstrate a sound general knowledge of the criminological sciences as applied to the area of Ethics.
2. Demonstrate the ability to think critically by analyzing and interpreting situations, events, practices, and cases in the field of ethics.
3. Demonstrate the ability to identify, understand, and articulate basic ethical and philosophical tenets and demonstrate the ability to apply philosophical concepts to address criminal justice ethical issues and criminal justice decision-making.

Course Philosophy:

Ethics in Criminal Justice invites students to study ethics and engage in the practice of ethics particularly as it applies to issues of crime, law and justice. The course explores concepts of morality, ethics, values, moral/ethical frameworks and dilemmas. Once the fundamentals are learned, we move to a workshop environment in which you will develop and confront ethical dilemmas, work in small groups to address them, and discuss weekly assignments. The course is designed for citizens who will deal with issues of crime, law and justice in their everyday lives as well as those anticipating or already involved in professions related to these issues. Overall, the aim of the course is to improve your capacities as critical thinkers who confront both issues of right vs. wrong and issues of right vs. right.

Ethics are a part of everyday life. Virtually every decision we make in life is predicated on our own personal moral and ethical reasoning and are the foundations upon which we base our lives. Nowhere is decision-making and the consequences of those decisions more important than in the field of criminal justice. The purpose of this course is to integrate personal morals, ethics, and basic ethical and philosophical tenets with practical criminal justice considerations. To that end, the course will cover the following: basic ethics and philosophy, lying and deception, egoism and abuse of authority, racism, discrimination, and ethical issues in policing, the courts, and

corrections. The study of ethics is not so much about finding answers as it is about raising questions. If students leave this course thinking more critically about how and why criminal justice practitioners make decisions, then this course will have fulfilled its primary objective.

Required Text, Software, and Additional Materials

Title:	<i>Ethical Dilemmas and Decisions in Criminal Justice</i>
Author(s):	J.M. Pollock
Publisher:	Wadsworth Publishing
Edition/Year:	8th / 2014
ISBN:	ISBN-13: 978-1285062662 ISBN-10: 1285062663
Type (Required/Optional):	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:

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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:

XXXXXXXXXXXXXXXXXXXX

Course Requirements (Instructional Methods):

1. XXXXXX
2. XXXXXX
3. XXXXXX

Course Schedule:

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

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
SYLLABUS AND START ITEMS	<ul style="list-style-type: none"> • Online Course Syllabus 	<ul style="list-style-type: none"> • Mandatory Attendance Quiz • Introduction Discussion
MODULE 1 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 1 • Chapter 1: Morality, Ethics, and Human Behavior • Rushworth Kidder’s “How good people make tough choices”—Chapter 1 • Rushworth Kidder’s “How good people make tough choices”—Chapter 4 	<ul style="list-style-type: none"> • Module 1 Discussion Questions (optional) • Module 1 Activity • Module 1 Homework Assignment
MODULE 2 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 2 • Chapter 2: Determining Moral Behavior • Chapter 3: Justice and Law 	<ul style="list-style-type: none"> • Module 2 Discussion Questions (optional) • Module 2 Activity 1 • Module 2 Activity 2 • Module 2 Homework Assignment

MODULE 3 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 3 • Chapter 4: Becoming an Ethical Professional 	<ul style="list-style-type: none"> • Module 3 Discussion Questions (optional) • Module 3 Activity • Exam 1
MODULE 4 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 4 • Chapter 5: The Police Role in Society • Chapter 6: Police Discretion and Dilemmas • Chapter 7: Police Corruption and Misconduct 	<ul style="list-style-type: none"> • Module 4 Discussion Questions (optional) • Module 4 Activity • Module 4 Homework Assignment
MODULE 5 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 5 • Chapter 8: Law and Legal Professionals 	<ul style="list-style-type: none"> • Module 5 Discussion Questions (optional) • Module 5 Activity • Exam 2
MODULE 6 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 6 • Chapter 9: Discretion and Dilemmas in the Legal Profession • Chapter 10: Ethical Misconduct in the Courts and Responses 	<ul style="list-style-type: none"> • Module 6 Discussion Questions (optional) • Module 6 Activity
MODULE 7 x/x - x/x	<ul style="list-style-type: none"> • Online content and web resources provided in Module 7 • Chapter 11: The Ethics of Punishment and Corrections • Chapter 12: Discretion and Dilemmas in Corrections • Chapter 13: Correctional Professionals: Misconduct and Responses 	<ul style="list-style-type: none"> • Module 7 Discussion Questions (optional) • Module 7 Activity • Module 7 Homework Assignment • Exam 3 - Final Exam

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Mandatory Attendance Quiz	20 Points	You will be required to take an Orientation/Attendance quiz. This quiz is to make sure you read the Syllabus front start to finish and that you understand all that is expected from you in this course.
Introduction Discussion	30 Points	<p>As this is an online course, it is important that we have an element of interaction and classroom community. There will be ONE (1) Introduction Discussion.</p> <p>There will not be any formal required online discussions during this course. However, each module has a discussion forum that will remain open so that you may post any questions you may have. Any question posed may be answered by any classmate or by your instructor. You are also welcome to post any relevant</p>

		news articles.
Exams (3)	300 Points Total (100 Points Each)	There will be 3 exams in the format of defining concepts, short answer, and essay. The final exam is not comprehensive. The exams will encompass all material covered in your readings, lectures, class discussions, films, etc. Each exam is worth 100 points, for a total of 300 points of your final grade.
Homework Assignments (5)	250 Points Total (50 Points Each)	There will be 5 homework assignments (50pts each; 250pts total), which will be related to course materials.
Activities (8)	200 Points Total (25 Points Each)	You will complete 8 Activities throughout this course. The Activities are based on the various readings and scenarios presented throughout the videos and readings.

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:

- 720 - 800 points = A
- 640 - 719 points = B
- 560 - 639 points = C
- 480 - 559 points = D
- Below 479 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:

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.