Welcome to
Introduction to Criminal Justice

Summer Scholars Program
Summer 2021
Dr. Dawn Winters

CRIM 101-D01 (41374): Introduction to Criminal Justice

CONTACT INFORMATION
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she/her/hers
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OFFICE HOURS
MWF 11:30 AM- 12:30 PM
By appointment scheduled via
Appointlet

Table of Contents

Course Overview

This course provides an overview of the origins, development, structure, and contemporary issues facing the criminal justice system and its role in the societal response to crime. This course is designed to prepare students for upper-level criminology or related courses pertaining to penology, victimology, and law by providing an introduction to the most fundamental concepts of the overall system.

We will focus on three central components of the criminal justice system: law enforcement, the courts and the law, and the corrections. We will also discuss and debate core issues and specific populations within each element.

Textbook

Lab, S.P. et al. (2019). *Criminal Justice: The Essentials* (5th ed.). New York, NY: Oxford. ISBN: 9778-0-19-085587-1

I have provided links on Blackboard to various supplemental texts, which saves everyone money in the long run. Please read these texts prior to the associated date and have them with you on days when the text is being discussed in class. If you do not read for class, you may not be able to participate in the class discussion or do well on reading quizzes.

Content Disclaimer

The discussion of the U.S. Criminal Justice System can be controversial, polarizing, and sensitive. Lectures and discussions may, and likely will, include discussions of use of excessive force by law enforcement officers, the legalization of substances, the intersection of race and all elements of the System, Stand Your Ground and Castle doctrines, and other issues that tend to bring out strong opinions in folks. Additionally, we may read or watch content that cover these topics. Please look ahead on the syllabus and come to me with any concerns you may have prior to the start of class or within the first week.

Jargon

- **Office Hours:** These are hours instructors set in order to be available to help students. Help may include clarifying a concept, reviewing progress or a course grade, or working together on an essay. For me, office hours are also time a student can discuss academic issues, personal matters that may be affecting progress or success, and/or anything the student wants to discuss (within reason). Office hours may also be a time for students to be referred to other places for help. Getting to know each other as scholars and humans facilitates learning and growth, and spending time together will help us get to know each other.
- **Blackboard:** Blackboard is a learning management system (LMS) that acts as a platform for instructors to share documents, instructors and students to interact, and students to upload assignments. It is also a place for instructors to post updates, provide contact information, and monitor student progress, which means students can gain information, learn how to get in touch with a professor, and know their grade. We access Blackboard using our NetID and Password.
- **Text:** A text is anything that we are analyzing. A text can be visual, auditory, written, dynamic, alive, made of stone...anything. A scholar can use a setting like a city as a text...commercials could be used as texts...even this class could be a text. In most academic settings, we use textbooks, articles, and realia as texts.
- **Zoom:** By now, most people in this country are more than familiar with Zoom; however, I do not want to assume your comfort level. Zoom is an online platform for video-based meetings. In this class, we will not Zoom on a regular basis, nor will I offer Zoom equivalents of the face-to-face meetings.
- **Appointlet:** Appointlet is a web-based scheduler that allows you to see my availability and make an appointment with me for a 15-minute check in, a 30-minute meeting, and a one-hour office hour (by permission only). When you go to this link, you will choose what meeting type you want, see my availability, choose a time, and enter your name and email in some boxes. You will receive a confirmation email with a Zoom link to the meeting once you secure the time. **If you do not receive a confirmation email, it likely means your email was entered incorrectly. Without the confirmation email, you will not be able to meet me via Zoom. If this is the case, go back to the original Appointlet page via the link and try again.**
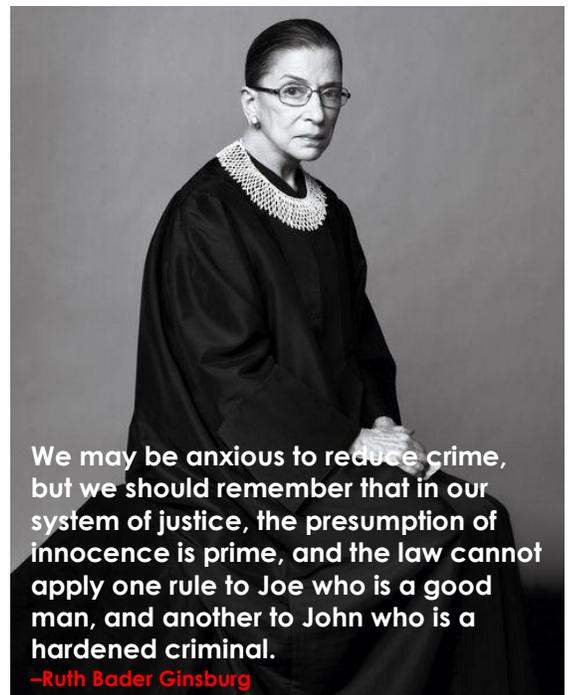
Course Objectives

Upon completion of this course, students should:

- be able to discuss the origins, development, and current structure of the criminal justice system.
- understand in detail the three central components of the criminal justice system: the police, the courts and the law, and the correctional system.
- understand community and institutional responses to crime, and both formal and informal means of social control.
- understand more substantive and complicated issues associated with the criminal justice system, such as police discretion, police-community relations, expectations and limitations of the role of each agency in crime control, accountability within the system, and changing trends in the field.

Colonnade Learning Outcomes Met by This Course

Criminology 101 helps to fulfill the Social and Behavioral Studies (E-SB) Colonnade requirement. Upon completion of this course, students will demonstrate the ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

We may be anxious to reduce crime, but we should remember that in our system of justice, the presumption of innocence is prime, and the law cannot apply one rule to Joe who is a good man, and another to John who is a hardened criminal.
–Ruth Bader Ginsburg

Class Code of Conduct

As scholars, you're already aware of appropriate classroom behavior; however, there are some important specifics that, if broken, will result in you being asked to leave the class and, should the behavior continue, speak to the head of the department. Racist, sexist, classist, homophobic, religiously-or otherwise prejudiced comments, actions, and/or behaviors are not welcomed in class discussions. While I value varied and exploratory opinions and seek a lively, honest classroom discussion, all people in the class have a right to feel safe and comfortable. Though freedom of speech is an inherent American value, it is not prioritized over each person's right to an equal, unprejudiced environment.

Indigenous Land

In this class, we honor and acknowledge the Indigenous peoples on whose land this university was built. This region of Kentucky was home to both the Shawnee and Cherokee East tribes.

Child and Breastfeeding Policy

Parents or guardians of children who require supervision and for whom that plan for supervision fails (e.g., the daycare is closed for weather but WKU is not), your children are welcome in my classroom. Please have something to keep the children entertained, so that they are not a distraction to the other students. Note, the day's content will not change based on the presence of children.

I recognize some mothers may need to pump or breastfeed throughout the day and those times may overlap with class time. Class should not get in the way of providing food for your child. Mothers who are pumping or breastfeeding may do so in class or may step out, whichever makes you more comfortable.

Office Hours
I have posted office hours for this term; however, all time spent with each other outside of class should be scheduled using Appointlet, and all meetings will be held via Zoom.

We will agree to meet during the scheduled time, and we will respect each other's time by doing the following. If one of us needs to cancel or reschedule, we do so as soon as we learn we cannot make it. If one of us is running behind, we will notify the other person as soon as we know we will be late. If we are going to be more than 5 minutes late for a 15-minute meeting or more than 10 minutes late for a 30-minute meeting, we will reschedule the meeting. If one of us "ghosts" the other, we will have a conversation about how to prevent it from happening in the future.

There may be times where I schedule "drop in" times for students. In this case, I will post an announcement, which will be sent as an email. During the posted time, I will be in a Zoom meeting and anyone in the class can pop in for questions, clarifications, or explanations. This time should not be spent discussing personal or private topics (e.g., a class grade or a score on an assignment).

As due dates come close, more scholars will be scheduling meetings. I accept appointments on a first come, first serve basis. I may not be able to accommodate last-minute requests for meetings, so setting appointments early is advisable.

Summer Scholars Note:
I will offer extra credit in the form of one "get out of jail free" quiz (it's CRIM 101, after all) to those who make a 15-minute check in appointment with me and keep it. Meeting with professors is an integral part of success, and this will get you in the habit!

Class Content
The content of this class is centered on the stated objectives; however, to achieve these objectives, we will be interacting with texts and content that may challenge your ideas and perspectives. We will also tackle (but not conquer) subjects related to power, hegemony, systemic racism and inequity, gender parity, and other potentially polarizing topics. As mentioned in the Code of Conduct, I welcome and participate in debates with and among students. These debates may not end in a resolution—this is okay! Exchanging informed, fact-based opinions and critiques is a part of the academic process. As scholars, you should expect your instructors to share their opinions—this doesn't mean you must agree with them. To the contrary, I may be playing a devil's advocate to challenge you to strengthen your perspective, argument, or evidence. Please feel free to disagree with me or each other. The only rules are: 1. Be nice. 2. Be based in fact. 3. Be bold.

Names and Pronouns
In this class, we will respect each other by using one's stated name and pronouns. If your name is different than what is on record with WKU, please let us know the first day of class so I may change the roster and we can use the correct name. Communicate your pronouns the first day of class, as well. You may also email me privately if you wish to discuss further.
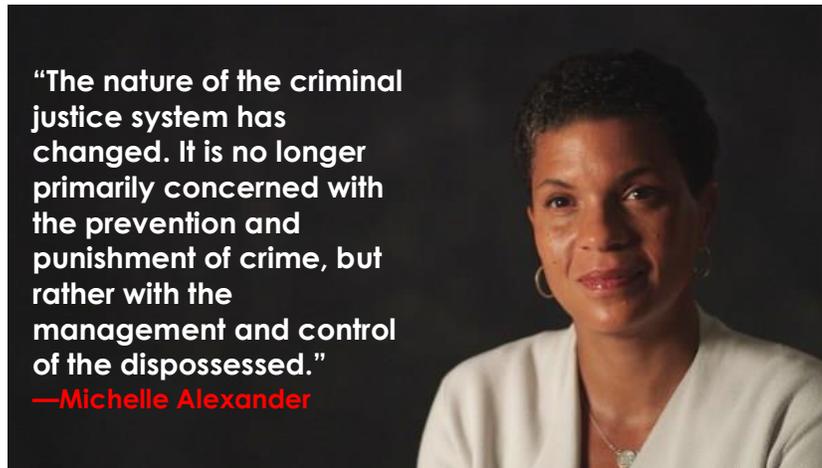
Technology in the Classroom
In order to preserve the integrity of the academic process and to respect each other, during the time class is in session, the use of electronic devices (smart phones, tablets, laptops, and any similar devices) is strictly prohibited. While class is being conducted, everyone in the class is expected to be fully present in the experience, not checking e-mail, sending/receiving text messages, sending/receiving photographs, checking the 'gram, recording a TikTok, sending a Snap, tweeting, checking Facebook, or engaging in any type of social media activity. To be clear, any use of electronic devices during the class session must be directly related to the content being covered in the class (e.g., a device that is displaying a supplemental text). Phones should be placed on silent and if contacted (such as in case of emergency) students are to leave the classroom and respond from the hallway. Scholars who are distracted by devices will be prevented from fully participating in the class, and this may affect one's grade.

Attendance Policies

Attending class and earning a desired grade are positively correlated, meaning as a scholar does or does not do one action, the other action equally rises or falls. Students who regularly come to class reap the benefit of provided information, active and critical interactions, and opportunities for clarification and growth.

"The nature of the criminal justice system has changed. It is no longer primarily concerned with the prevention and punishment of crime, but rather with the management and control of the dispossessed."
—Michelle Alexander

Missing more than the equivalent of one week of class will negatively affect one's grade (which for the Summer Scholars program would be **a day and a half** of class). While I do not distinguish between excused and unexcused absences, communicating with me the reason for being absent is a best practice. The deadlines for this class are not connected to one's attendance. In other words, being in class or not being in class does not change when an assignment is due. Any work completed in class for credit, including participation, cannot be made up.

That being said, there are certainly extenuating circumstances that may override the above. I will excuse the in-class work for the day for any student participating in military service if they produce orders. Students participating in university-sponsored groups (e.g., forensics, sports, departmental organizations) may present documentation for absences and will be excused for the in-class work. For both of these examples, I expect the student to communicate with me at least one week prior to the expected absence; this is best done as a 15-minute check in. As stated above, established deadlines for out-of-class work will not change because of these planned absences.

Scholars who miss class will take responsibility for missed information by either setting a 30-minute appointment with me or communicating with a peer regarding what was discussed. Email is not an appropriate medium for the question, "What did/will we do in class?"

Although most people run late from time to time, habitual tardiness to class or meetings (and the online equivalents of both) demonstrates disrespect and is a disruption to learning. Students who arrive late when a quiz is being given will not be able to be assessed.

Attending class and completing assignments are the scholar's choice, so, too, is withdrawing from the class. I tend to not drop students who "ghost" the class by not attending, ceasing to submit assignments, and/or failing to communicate with me once I've reached out to them, as I assume it is the scholar's conscientious decision.

Pandemic Note:
If you are diagnosed with or have been exposed to the coronavirus and must quarantine, please notify me as soon as possible with the appropriate documentation to build a plan for successful completion of the course. If you are quarantining and are not sick, all deadlines will stay the same. If you are sick with symptoms, depending on the time of the term, this may include one or more of the following: an alternative schedule, excuse of some formative assessments, and/or an incomplete with a plan for completion. If you are experiencing symptoms, have a fever, or have been exposed to the virus, please do not come to class; notify me as soon as you can and follow the guidelines outlined in WKU's Healthy on the Hill website.

Emails

In this class, communication often happens via email; regularly accessing one's university email is required in order to be fully aware of what is happening in this class and in the university community. If you do not have access to a device on which you can access your email, please let me know. In any case, I recommend making use of the university computer labs for reliable technology and internet connection.

I will respect your time by limiting my email communication, labeling longer emails with appropriate subject lines and headings, and writing in a concise, clear voice. Scholars will respect my time by reading thoroughly each email, following through with any written requests, and replying when necessary.

Here are some further notes about email:

Returning Emails: I usually answer emails sent between 8:00 AM and 3:00 PM Monday through Friday the same day. Emails sent after 4:30 might be answered the following day if it's a business day. Emails sent over the weekend may not be responded to until Monday. If I have not responded to you within these time frames, feel free to send a little nudge. I am human, after all.

Email Etiquette: When e-mailing me, use your assigned WKU e-mail address. Always include a descriptive subject line, your class and time, and a salutation. Write in Standard English. As a consummate English nerd, I reserve the right to comment on any e-mail written in a way that does not reflect your abilities as a scholar.

Troublesome Emails: As stated in the attendance policy, I will not communicate via email we did in class. I am also bound by privacy laws that prevent me from telling you a grade or discussing a grade via email. Conversations related to both class content and grades should be conducted in an office hour meeting.

Email is not a good place to provide extensive feedback on drafts of work. As scholars, we will work together to practice the craft of writing and work with the concepts of this course; this requires us to invest equal time in the process.

I won't respond to an email that is angry or threatening in any manner. I will, at best, ignore it, and, at worst, report it to the proper authorities.

E-mailing Work: As a general rule, I do not accept assignments via e-mail. All assignments are to be submitted on Blackboard or in class, based on my instructions; this helps us maintain records of submission. If you feel you have a valid reason for e-mailing an assignment to me, please ask, and I may allow it. Additionally, if you are attempting to submit something on Blackboard and the technology is failing, you may email me the assignment as a safeguard.

Use of Phone Calls

Occasionally, I will share my cell phone number with a scholar in order to facilitate an exchange that is more conducive to a call. I expect students to respect healthy boundaries and only rely on call-/text-based communication within set parameters.
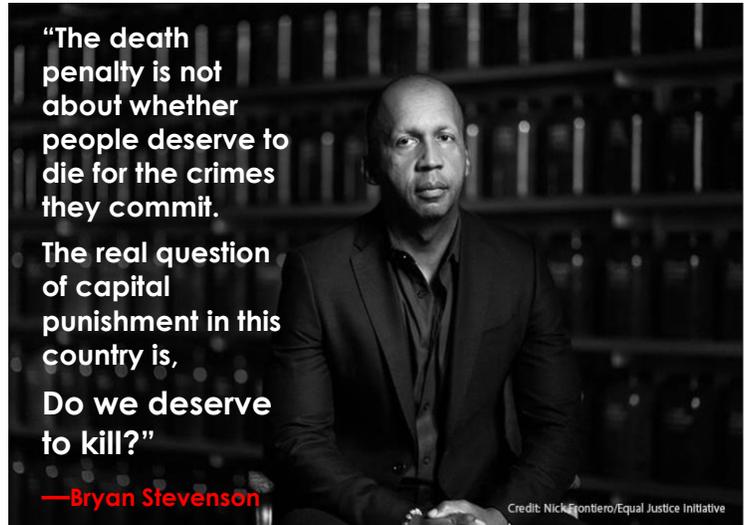
Academic Dishonesty

Scholars create work that is unique and original to each project and/or assessment. When this doesn't happen, it can be referred to as academic dishonesty, plagiarism, and/or cheating.

Here are some common forms of academic dishonesty:
- Using someone else's words, ideas, or sentence structure as one's own without proper citation.
- Stealing, borrowing, or buying a text and claiming it as one's own. This includes copying information from the internet or hiring someone to write something.
- Submitting the same assignment or a significant part of the same assignment for more than one class (AKA double dipping...it's not cool with chips nor with assignments).

"The death penalty is not about whether people deserve to die for the crimes they commit.

The real question of capital punishment in this country is,

Do we deserve to kill?"

—Bryan Stevenson

Credit: Nick Frontiero/Equal Justice Initiative

Most instructors respond to academic dishonesty in one or more of the following ways: assigning a 0 for the assignment, assigning an F for the course grade, and/or reporting the student to the Office of Student Conduct. This could lead to the student being asked to leave the university.

This one of the most serious infractions a student can commit, and I take it very seriously. **In this class, an assignment containing plagiarism cannot earn any points.** We will discuss academic honesty in class, and all written assignments (no matter the length or weight) will be checked for plagiarism. Meeting with the instructor, a staff member of The Writing Center, and/or consistent citation can help a student avoid committing academic dishonesty. Please refer to the WKU Student Code of Conduct for more information.

Negotiating Grades

I am happy to meet with any scholar who wishes to discuss how any assignment was graded or how a rubric was used to evaluate their paper. This is best done in a one-on-one meeting outside of class. If the meeting results in any sort of discussion of assigning more points, changing a grade, or adding points to an overall grade, then the meeting will end.

Late Work

Scholars are expected to adhere to posted deadlines for all assignments and assessments. In turn, I will provide feedback in a timely manner. To expedite this process, late work is generally not accepted. I do not and will not send regular reminders of assignments.

The exception to this policy is the use of late days. Each student is allotted three (3) total late days that may be applied to one or more major assignments. Note: this is a total of three days, not three days per major assignment.

Here are some other requirements if you choose to use late days:
1. To use a late day, you must email me at least 12 hours before the deadline. All major assignments are due at 11:59 PM CST on their respective due dates, so 12 hours prior would be noon CST the same calendar day.
2. Late days start immediately after the deadline (day and time) and run for 24 hours. So, if the paper is due Friday at 11:59 PM, the late day would go until Saturday at 11:59 PM.
3. If more than 3 late days accumulate, or if you do not notify me in advance, the assignment will earn a zero.
4. Assignments submitted using late day(s) cannot earn a grade higher than a B.
5. Late days do not apply to smaller or in-class assignments, or tests. If this is unclear, please ask for clarification.
6. To give scholars plenty of time to complete the final assignment in this course, the deadline is during final exam week. In order to submit grades on time, I ask that no more than 1 late day be applied to the final assignment.
7. Scholars do not have to use late days. No extra credit will be given to those who do not use late days.

Participation

This class relies on lively participation from scholars who have come prepared for class. Participation is assessed on a regular basis. While I understand and respect that some students will be less comfortable participating in class, I cannot make exceptions based on comfort with and/or desire to speak.

Student participation will be graded using the following basic rubric.

	EXCELLENT (A)	GOOD (B)	SATISFACTORY (C)	UNACCEPTABLE (D/F)
CONTRIBUTION	Routinely contributes ideas based on relevant facts and/or class material in discussions. Contributions demonstrate preparedness and are meaningful.	Usually provides ideas that are based on class readings and contributes to meaningful conversation.	Sometimes provides ideas that are based on class readings and contributes to meaningful conversation.	Rarely provides ideas that are based on class readings and contributes to meaningful conversation. May refuse to participate or is frequently absent.
ATTITUDE	Respectful of peers, instructor, humanity, and evidence. Uses constructive feedback to respond to others. Peers feel safe participating in their presence.	Rarely is critical of others or self. Usually treats others with respect. Is mostly respectful of evidence-based ideas.	Sometimes is critical of others or treats others in a respectful manner. Is occasionally respectful of evidence-based ideas.	Is frequently critical of others and often treats others disrespectfully. Does not use evidence-based ideas.
PREPAREDNESS	Is on time, having brought and read all assigned materials ahead of time. Perhaps has done extra reading into the topic. Stays focused in class.	Very rarely late and almost always brings materials to class having read them. Is mostly focused in class.	Sometimes late and occasionally brings materials to class having read them. May not be wholly focused in class.	Frequently late to class and rarely brings materials to class having read them. Is frequently distracted or not focused in class.
ATTENTION	Is awake and engaged in every class and is never disruptive.	Is awake and engaged in nearly every class and is never disruptive.	Is awake and engaged most of the time and may have been disruptive.	Is often disengaged from the class and may have been disruptive.

Submitting Work

Some students have had issues trying to submit files from cloud-based storage or from Microsoft OneDrive. I have found the best solution is to save the file as an .docx or .rtf to a computer or storage device (like a flash drive) and then upload to Blackboard from that device. Also, if the file is a .pdf, I will be able to read but not comment on the paper. In this case, students will receive a copy of the rubric as evidence of feedback.

To the above comment, any issues with submitting work are the scholar's responsibility. When I have submitted something via Blackboard, I see a purple submission confirmation bar and receive an email from Blackboard. If you do not see either of these things, it probably means something went wrong. If you're submitting early (more than 12 hours before it's due), feel free to email me to check if the attempt was successful. If it's past that, feel free to email me with a copy of your work and a statement along the lines of, "I don't know if this uploaded correctly, so here's a backup copy!" If I download the papers to grade and yours is a blank document, not a readable file, or a corrupt file, I will be unable to assess it.

A note about naming: I nearly faint every time I see a student's essay and the file is named "Document 28." To help you stay organized, I recommend the following naming conventions: Class + Assignment + Last Name. For example, if I were submitting Essay 1 for my English 100 class, my file name might be E100Essay1Winters.

On-Topic Writing and Media

Students must follow the guidelines of the prompt; however, I encourage scholars who develop arguments and ideas adjacent to the prompt. If you have an idea for an original paper that is connected to the content, goals, and objectives of the course, make an appointment with me and we can explore its plausibility.

Students must submit assignments in the medium asked of them; however, I encourage scholars who develop ideas and arguments in a different media. For example, if you want to develop and record a podcast instead of a paper, let's talk.

Enemy on the borderline
Who'll be the next to fire
Forty-one shots by Diallo's side?
You said he reached sir
But he didn't have no piece sir
But now he rest in peace sir
In the belly of the beast sir
You guys are vampires
In the middle of the night
Suckin' on human blood
Is that your appetite?

— Wyclef Jean, "Diallo"

If a student submits an assignment that is entirely off the topic(s) provided, I will be unable to grade it. For example, if the assignment is to write a critical analysis of a text from the course and a paper about school uniforms is submitted, I will be unable to grade it. Or, if a critical analysis of a text that is not covered in the course is submitted, and I have not spoken with the student about it, I will be unable to grade it.

Technology and Writing

Technology is often a fickle partner in academic endeavors. I have intimately felt the intense anxiety associated with technology failures. Here are my approaches: I save my work early and often in at least two places. I label files clearly (e.g., Essay 1 v.1, Essay 1 v.2, Essay 1 FINAL); I organize files into clearly marked folders (Class Name→Assignment Name→All Files Associated with Assignment [including all cited materials, prompts, rubrics, pre-writing, and drafts]). I seek confirmations that what I have submitted has been received and is the correct file; I facilitate this by submitting my work at least 12 hours early.

Unfortunately, a failure in technology is not an excuse for late assignments.

What You Can Expect of Me

- To see you first as humans, being aware of and respectful toward your unique background, experiences, and perspectives.
- To help you succeed by being available, providing an organized class with plenty of feedback, and by listening to your needs as independent, knowledge-seeking scholars.
- To give you feedback in ways that help you grow and learn as scholars and writers.
- To answer reasonable questions in a timely manner via phone, email, or in person as described above.
- To guide you in your journey through writing and reading as scholars in any way I can.
- To challenge the status quo, encourage critical and independent thinking, and be a participant in this burgeoning academic community.

What I Can Expect of You

- To see me and your peers first as humans, being aware of and respectful toward our unique backgrounds, experiences, and perspectives.
- To seek knowledge, help, and new challenges with an open mind and a ravenous curiosity.
- To accept feedback as an opportunity to grow and learn, and to apply that feedback to future assignments and academic endeavors.
- To ask informed, critical questions after the answer has already been independently sought.
- To travel boldly through your journey of scholarly writing and reading, arguing, analyzing, and evaluating texts, class content, and your world.
- To, as an active member of this academic community, begin to challenge the status quo, think critically and independently, and be responsible for and excited about your learning and growth.

Face Covering Policy
Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University recommends that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn by unvaccinated individuals at all times when in public areas within all buildings and all individuals in certain locations on campus (Preston Center and Graves Gilbert Clinic). It is WKU policy that individuals on campus will not be challenged for wearing or not wearing a mask nor will anyone be required to show proof of vaccination in order to attend in-person classes or events.

Incompletes (Grades of "I")
Typically, incompletes will not be granted for any English Foundations course. When extenuating circumstances arise—for example, if a student in the military and is deployed, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor if possible and the instructor will consider an incomplete. The instructor will only consider an incomplete for students who are in good standing (C or higher) in the course.

Pandemic Note:
With the pandemic, incompletes are now more than ever more likely. That being said, the above statement still stands. In order to be considered for an incomplete, you must be in good standing in the course.

ADA Notice
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX Misconduct/Assault Statement
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at Discrimination and Harassment Policy (#0.2040).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling Center at 270-745-3159.

Resolving Complaints about Grades
The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance.
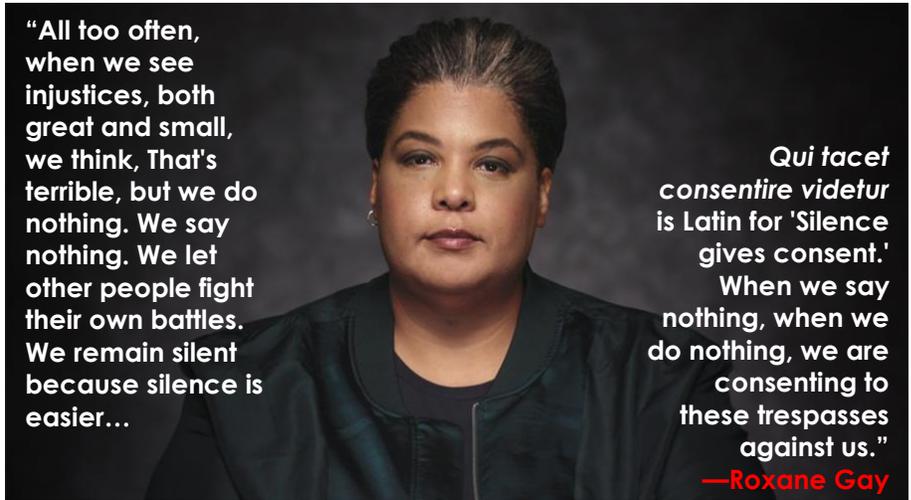
Withdrawal Policy
It is the student's responsibility to withdraw from the class in a timely manner if they desire. A student who drops the class without completing proper paperwork will earn a failing grade. The last day to withdraw from this course can be found on the Registrar's webpage. The only exception to this is someone who has a catastrophic life event that compromises their ability to complete the course (prolonged hospitalization, for example) after the withdrawal date.

One-On-One Academic Help

Writing Center Assistance: The Writing Center on the Bowling Green campus is offering only remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The Learning Center (TLC): TLC offers free tutoring to all WKU students as well as PASS (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). They are located in DSU. Their phone number is (270) 745-5065.

The Math Lab: The Mathematics Department provides a Math Help Lab in CoHH 2124 to provide free tutoring to students taking classes in their department, especially those taking general education mathematics courses.

"All too often, when we see injustices, both great and small, we think, That's terrible, but we do nothing. We say nothing. We let other people fight their own battles. We remain silent because silence is easier…

Qui tacet consentire videtur is Latin for 'Silence gives consent.' When we say nothing, when we do nothing, we are consenting to these trespasses against us."
—Roxane Gay

Research and Citation Help

WKU Libraries (and subject-based webpages): The WKU Library is more than just three buildings. The librarians are experts in research; there you can access texts from books to journals to musical recordings to movies. The library website is a clearinghouse for finding online-based research. The website also has major-specific research guides developed by librarians who, again, are highly qualified and experienced.

Purdue OWL: Purdue University's online writing lab has up-to-date information on MLA and APA formatting and citation, as well as tutorials on common grammatical and writing issues.

Technology Help

WKU Technology Services: WKU has a technology service desk that can be contacted via phone, text, or online. Qualified technical support staff can help you with issues related to email, your computer's operational functions, Blackboard, and much more. Their physical location is in Jody Richards Hall on the first floor.

Mental Health Help

WKU Counseling Center: The WKU Counseling Center is an on-campus center located in Potter Hall and is staffed with qualified, certified counselors and therapists. Their number is 270-745-3159.

Therapist Finder: Psychology Today has an objective therapist finder tool at this website.

Crisis Lines:

- **The National Hope Line** provides free 24/7 confidential crisis support: call or text 1-877-235-4525.
- **The Crisis Text Line** provides free 24/7 crisis support in the U.S.: text HOME to 741741
- **The National Suicide Prevention Lifeline:** 1-800-273-TALK (8255)
- **The National Domestic Violence Hotline:** 1-800-799-SAFE (7233) Note: Dating violence is a form of domestic violence. See this website for more details.
- **211:** Like 911, 211 is a quick number to call when you are seeking a specific type of service. 211 can link you to community-based services wherever you are.

Teaching and Learning Strategies

I will use a variety of "top-down" techniques to communicate course content, including but not limited to: lectures, assigned articles and texts, model analyses, and assessments. We will work together using some "bottom-up" techniques to explore and reach the objectives of this course, including but not limited to: class discussions, analytical reflections, responses, and independent study

Grade Composition

Your grade will be earned based on your performance on the following assessments:

ASSESSMENT	WEIGHT	BASIC INFORMATION
Reading Quizzes	15%	Quizzes are based on assigned readings, including textbook chapters and posted texts.
Analytical Reflection Mini-Essays (7)	35%	This is a mini-essay where students choose one challenge or issue from the chapter and analyze it, giving evidence-based opinions (see prompt for more details).
Tests (5)	25%	Tests are based on the assigned readings (textbook chapters and posted texts), lectures, guest speakers, class discussions, and field experiences.
Final Exam	15%	The final exam is comprehensive and will be given on the last day of class.
Participation and Homework	10%	Demonstrative of being an active participant in the course (see participation rubric above for assessment criteria) and completion of homework

Paper Formatting

Generally speaking, all assignments are to be formatted using APA, including all citations. Final drafts of all assignments must be typed and double-spaced, and they must be submitted through Blackboard. As per APA standards, use 1-inch margins and a 10- or 12-point Times New Roman (or similar) font. Text should be left justified with space omitted between paragraphs. Spacing that impacts the length of the paper will affect the assigned grade.

Summer Scholars Note:
While I will cover the basics of APA in class, I highly recommend using resources like The Writing Center, Purdue's Online Writing Lab (OWL), and/or a meeting with me to ensure your papers are formatted correctly.

Prompts and Rubrics

All prompts and rubrics for the essays be found on Blackboard. The purpose of the prompt is to outline expectations and justifications for the assignment; the rubric demonstrates how the assignment will be graded. Reading and reviewing these tools will help scholars be successful on the assignments.

Reading Quizzes

Reading quizzes will be given at the start of certain classes; they will not be announced ahead of time. Late arriving students will not be able to participate in the quiz. Quizzes are exempt from late days, and no make-up quizzes will be given. If a student misses because of a university-sponsored event or a documented illness, the quiz grade will be nulled; therefore, it will not help or hurt the student's grade.

Course Calendar

Schedule Notes

- Work is due by the date and time listed on the calendar. All times are CST.
- All assignments are available to students at the beginning of the semester; however, I will only grade assignments after the due date. If you want a grade early, please provide a reasonable justification for early grading.
- Read the text(s) being discussed each class **before class**. All assigned texts are denoted with the word "Discuss" and are listed in bold, red font. Readings assigned outside of the textbook list where they can be found.
- All major assignments are listed here. Minor assignments and quizzes may be given at any time. Homework will be announced the class before it is due; quizzes will be unannounced and based on the texts.
- Major changes to the schedule will be communicated in writing via an email and Blackboard announcement.

Abbreviations

LAB: *Criminal Justice: The Essentials*
BB: Blackboard
DB: Discussion Board
ARME: Analytical Reflection Mini-Essay
CJS: Criminal Justice System
HTC: How to College

Week	Monday (12)	Tuesday (13)	Wednesday (14)	Thursday (15)	Friday (16)	Assignments Due
1 July 12 – 16	• Introductions • Syllabus Review • HTC: Blackboard, Email, Topnet • Lecture 1: Deviance	• Discuss: "**Researching a Problem**" (on BB) • Lecture: APA • Discussion: Writing for Research Purposes • HTC: Lecture Notes	• Discuss: **Chapter 1** (LAB) • Lecture 2: CJS Philosophy and Measuring Crime • In-Class: Case Study on Cyberbullying	• Lecture 3: Checks and Balances • Discuss: The 4 Cs • Discuss: Web Sleuthing • HTC: Study Guide Making	• **Test #1** • *Don't F*ck with Cats*	• ARME #1 (7/18 at 11:59 PM)

Week	Monday (19)	Tuesday (20)	Wednesday (21)	Thursday (22)	Friday (23)	Assignments Due
2 July 19 – 23	• Discuss: **Chapter 2** (LAB) • Lecture 4: Law and It's History • In-Class: Case Studies on Statutory Rape • HTC: Critical Reading	• Lecture 5: Types of Crime, Defenses, Victim's Rights, Rights of the Accused • In-Class: Case Studies on Stand your Ground	• Lecture 6: Procedural Law and Trends • Discuss: "**The CSI Effect**" (on BB) • In-Class: Case Study Michelle Carter • HTC: Study Guide Making	• **Test #2** • *Forensic Files,* "A Novel Idea" • Discuss: CSI Effect	• Day of Criminal Justice	• ARME #2 (7/25 at 11:59 PM)

Week	Monday (26)	Tuesday (27)	Wednesday (28)	Thursday (29)	Friday (30)	Assignments Due
3 **July 26 - 30**	• Discuss: **Chapter 3** (LAB) • Lecture 7: Policing Structure, Organization, and Career Paths	• Lecture 8: Policing Issues and Solutions • In-Class: Mapping Police Violence • HTC: Study Guide Making	• **Test #3** • *Blue Bloods* • Discussion of Policing in Media	• Discuss: **Chapter 4** (LAB) • Lecture 9: The Courts—History, Structure, and Actors • In-Class: Case Study—Pace v. Alabama	• Lecture 10: Movement of Cases and Trends in the Court • In-Class: Coby Harris Case Study	• ARME #3 (7/28 at 11:59 PM) • ARME #4 (8/1 at 11:59 PM)
Week	Monday (2)	Tuesday (3)	Wednesday (4)	Thursday (5)	Friday (6)	Assignments Due
4 **August 2 - 6**	• **Test #4** • Discuss: **Chapter 5** (LAB) • Lecture 11: Corrections—History, Eras of Punishment • Discussion: Right or Privilege?	• Lecture 12: Corrections—Size/Cost of Prison, Jails, Modern Prison • Discuss: "**Capitalizing on Mass Incarceration**" (on BB)	• Lecture 13: Special Populations, Problems, Rights, and Implications in Modern Prisons • HTC: Study Guide Making	• **Test #5** • *Jailbirds*	• Discuss: **Chapter 6** (LAB) • Lecture 14: Community Corrections—History, Contemporary Corrections, and Probation • Guest Speaker: *Tyler Doe*	• ARME # 5 (8/7 at 11:59 PM)
Week	Monday (9)	Tuesday (10)	Wednesday (11)	Thursday (12)	Friday (13)	Assignments Due
5 **August 9 - 13**	• Lecture 15: Community Corrections—Post-Release Supervision and Reintegration, Community Supervision, Effectiveness • Discuss: "**Monitoring Offenders on Conditional Release**" (on BB)	• Discuss: **Chapter 7** (LAB) • Lecture 16: Juvenile Justice—Definition, Development, Measurement, Courts • In-Class: Case Study—Ethan Couch	• Lecture 17: Juvenile Justice—Due Process, Corrections, Community Intervention • HTC: Study Guide Making	• Final Exam		• ARME #6 (8/10 at 11:59 PM) • ARME #7 (8/12 at 11:59 PM)