

Syllabus



INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM SYLLABUS

COURSE NUMBER AND TITLE:	CJ101 Introduction to the Criminal Justice System		
CONTACT HOURS:	40 (Lecture 40, Lab 0)		
ACADEMIC CREDIT:	4 quarter credit hours		
PREREQUISITES:	None		
INSTRUCTOR NAME:	Christopher Bruno www.desksgt.com		
INSTRUCTOR CONTACT INFORMATION:	209.513.7456 cfbruno@sbcglobal.net		
COURSE START DATE:	11/10/2011	COURSE END DATE:	01/27/2011

COURSE INFORMATION

COURSE DESCRIPTION:

This course provides an overview of the criminal justice system in the United States. Students are given opportunity to gain an understanding of the philosophy and development of the criminal justice system, the current state of the criminal justice agencies and institutions, and the issues and challenges facing them.

COURSE OUTCOMES:

Upon completion of the course, the student is expected to:

- Describe the evolution of the criminal justice system in the United States.
- Define the major roles of law enforcement, criminal courts, and corrections operations.
- List the terminology of the criminal justice system.
- Differentiate between individual rights and public order advocacy.
- Contrast the differences between adult and juvenile justice.

TEXTBOOK AND RESOURCE LIST:

Schmallegger, F. (2011). *Criminal Justice Today. An Introductory Text for the 21st Century* (Custom Ed. for Kaplan Higher Education). Upper Saddle River, NJ: Pearson Education.

TEACHING STRATEGIES:

Instructional strategies may include lecture, board work, demonstration, lab activity, classroom exercises, discussion, practice questions, examination, reading assignments for homework, field trips, guest lectures, group projects, and oral presentations. All students will be required to demonstrate proper use and application of the materials located in the Learning Resource Center throughout the course.

OUTLINE OF COURSE:

- Unit One: Criminal Justice Processes
- Unit Two: The Search for Causes
- Unit Three: Criminal Law
- Unit Four: Policing: Purpose and Organization
- Unit Five: Midterm Unit
- Unit Six: The Courts: Structure and Participants
- Unit Seven: Pretrial Procedures and the Goals of Sentencing
- Unit Eight: Probation, Parole, and Community Corrections
- Unit Nine: Juvenile Justice
- Unit Ten: Course Reflection

ASSESSMENT

Students will be assessed by a variety of methods including participation, in-class activities, out-of-class assignments, quizzes, exams, projects, or other appropriate methods.

Measure	% of Final Grade
Participation	10%
Assignments	30%
Quizzes	25%
Midterm Exam	15%
Final Exam	20%
Total	100%

REQUIREMENTS FOR SUCCESSFUL COMPLETION

Students must pass this course with a final grade of at least 70% (1.7 GAP).

POLICIES AND PROCEDURES

Nothing in this syllabus in any way modifies the Academic Policies of Kaplan Higher Education or Kaplan College.

Unit One: What Is Criminal Justice? 10 November 2011

This unit covers the workings of the criminal justice system and current perspectives on the treatment of the accused. It also familiarizes students with several major sources of crime statistics in the U.S., including the National Crime Victimization Survey and the Uniform Crime Report.

What is Criminal Justice?

The purpose of the criminal justice system is to promote social order using a variety of mechanisms, one of which is the legislature. The legislature consists of elected representatives charged with the responsibility of crafting, passing, and repealing laws. These laws serve as a guide for establishing and maintaining social order. The police are another mechanism used to achieve social order. They are charged with enforcing the law, investigating crime, and apprehending and arresting suspected offenders. Arrests made by the police must be based on probable cause, which is a reasonable belief that the suspect has committed a crime, or is going to commit a crime. Upon being arrested, the defendant enters the criminal justice system. The prosecutor decides which charges to file against the defendant. The defendant, who has a right to be represented by counsel, is afforded an arraignment in which he or she can enter a plea of guilty or not guilty. The defendant also has the right to have a hearing in which a judge determines whether there is probable cause to warrant a criminal trial. The trial portion of the process is the evaluation of facts relevant to the case by either a judge or a jury.

Once a determination is reached, the verdict of guilty or not guilty is presented to the defendant. If found guilty, the defendant has been convicted and will be sentenced to a prescribed punishment for the offense.

The Crime Picture

The criminal justice process is a complex system that involves many individuals and actions from the time the crime is reported to the actual arrest, trial, and sentencing of the accused. The first step in the process is the crime itself. However, unless the crime is reported to an official source, the criminal justice system does not get involved. How then do we measure the level and frequency of crime? Not all crimes are reported to the police. To address these issues, criminologists created methods to study that measure the extent of crime using two major sources, the National Crime Victimization Survey and the Uniform Crime Reports.

The Bureau of Justice Statistics established the National Crime Victimization Survey (NCVS). The data in this survey is gleaned from twice-annual interviews with sample households across the nation.

Findings suggest considerable differences between the incidence of crime reported to the police and the number of unreported crimes disclosed through personal surveys of victims. Because the NCVS gathers its data through interviews, it can include a broader range of information, such as when and where the offense occurred and what sort of offender was involved.

Unit Outcomes

- Explain how the criminal justice system establishes social controls in American society.
- Describe the elements necessary for police to arrest a citizen.
- Explain the roles of the judge, prosecutor, and defense attorney in the criminal trial.
- Articulate the orientations of different crime control ideologies.
- Recognize the strengths and weaknesses of statistical crime reports.

Reading

Chapter 1: What is Criminal Justice?

Chapter 2: The Crime Picture

New Material and Key Concepts

- Review syllabus: discuss course description, outcomes, grading scale and methods, and course and classroom expectations. Present and review other relevant course information.
- Discuss Unit One outcomes and review outcomes for chapters covered.
- Incidence of Criminal Activity
- The Criminal Justice System and Components
- The Criminal Justice Process
- Perspectives on Justice
- Crime Data Sources
 - National Crime Victimization Survey
 - Uniform Crime Reports

Assessments

Administer the Unit 1 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 1 Quiz.

Assignments

Reading

Chapter 3: The Search for Causes

Unit Two: The Search for Causes 17 November 2011

Overview

Unit 2 examines some theories on why crime occurs. Ongoing debate centers on whether crime is primarily a result of social, economic, biological, psychological, or personal causes. These theories make up the field of criminology, which searches for causal or inferential relationships between crimes and those who commit them.

The Search for Causes

This chapter describes theoretical explanations for crime. Most of the perspectives discussed are grounded in biology, psychology, or sociology. Biological theories posit a genetic or a physiological basis for deviant and criminal behavior. The notion of a "weak" gene that might predispose certain individuals toward criminal activity has recently been expanded to include the impact on behavior of environmental contaminants, poor nutrition, and food additives. Studies of fraternal twins and chromosome structure have helped to sustain biological theories into the present day.

Psychological explanations of crime are individualistic. Some psychoanalytical theories see offenders as sick; other theories claim merely that criminal behavior is a type of conditioned response. The stimulus-response model depicts criminal behavior as the consequence of a conditioning process that extends over an individual's entire lifespan.

Sociological theories, which hold that the individual is a product of the environment, constitute today's perspective of choice. These theories emphasize the role of social structure, inequality, and socialization in generating criminality. The danger of most sociological approaches, however, is that they tend to deny the significance of any influences beyond those that are mediated through social interaction.

An integrated perspective that recognizes that human behavior results from a mix of biology, mental processes, and acquired traits holds much future promise. As a consequence, our understanding of crime causation is headed toward a unified theory of conduct drawn on many explanations to interpret the whole range of human behavior—including crime.

Unit Outcomes

- Explain the factors that contribute to crime, such as substance abuse, economic conditions, and family strife.
- Discuss the different theories attached to criminal behavior, including cognitive, rational choice, learned behavior, sociological, and mental illness.

Reading

Chapter 3: The Search for Causes.

New Material and Key Concepts

- Discuss Unit Two outcomes and review outcomes for chapters covered.
- Theoretical Explanations for Crime
 - Biological Theories
 - Psychological Theories
 - Sociological Theories
 - Integrated Perspectives

Assessments

Administer the Unit 2 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 2 Quiz.

Assignments

Reading

Chapter 4: Criminal Law

Unit Three: Criminal Law 1 December 2011

Overview

The law is the foundation of the criminal justice system. This unit examines some of the essential elements required in a criminal prosecution. Additionally, circumstances involving aggravation, mitigation, and affirmative defenses are discussed.

Criminal Law

Laws are rules of conduct, usually enacted in the form of statutes, that regulate relationships between parties. Hence, one of the primary functions of the law is the maintenance of public order. Generally speaking, laws reflect the values held by the society that created them, and legal systems throughout the world reflect the experience of the society of which they are a part. The emphasis placed by any law on individual rights, personal property, and criminal rehabilitation and punishment can tell us much about the cultural and philosophical basis of the society that created it.

The rule of law, the principle that an orderly society must be governed by established principles and known codes that are applied uniformly and fairly to all of its members, is regarded as a vital underpinning of fairness in modern democratic societies. The rule of law holds that no one is above the law, even those who make it.

This chapter identifies various types of law, including criminal law, civil law, administrative law, case law, and procedural law. It is concerned primarily, however, with criminal law, which is the form of the law that defines and specifies punishments for offenses of a public nature or for wrongs committed against the state or the society. American criminal law generally distinguishes between serious crimes (felonies) and those that are less grave (misdemeanors). Guilt can be demonstrated, and criminal offenders convicted, only if all of the statutory elements of a particular crime can be proved in court.

Our legal system recognizes a number of defenses to a criminal charge. Primary among them are justifications and excuses. One form of excuse, the insanity defense, has been widely criticized recently, and efforts to reduce its application have been under way for more than a decade.

Unit Outcomes

- Differentiate between criminal and civil law and the sources of legal construction.
- Recognize the classification of crime in terms of felonies and misdemeanors.
- Address and debate the defenses used in criminal trials.

Reading

Chapter 4: Criminal Law

New Material and Key Concepts

- Discuss Unit Three outcomes and review outcomes for chapters covered.
- Laws and Public Order
- The Rule of Law
- Criminal Law
- Civil Law
- Administrative Law
- Case Law
- Procedural Law
- Felonies vs. Misdemeanors
- Proving Guilt
- Actus Reus
- Mens Rea
- Defenses

Assessments

Administer the Unit 3 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 3 Quiz.

Assignments

Reading

Chapter 6: Policing: Purpose and Organization
Chapter 5: Policing History (recommended)

Writing (due at the beginning of Unit 4)

Criminal Justice Strategies

Here is a short list of criminal justice strategies that have been implemented in the past to respond to crime:

- Mandatory life prison sentences without the possibility of parole for "drug lords."

- Drunk-driving checkpoints.
- Habitual offender statutes (e.g., once convicted of three felonies, sentenced to life in prison).
- Aggressive police patrol in high-crime neighborhoods.
- Increasing the number offenses that are eligible for a death sentence.

Paper should be in APA Format (750 – 800 words), and answer the following questions:

- Do you think that these strategies reflect the interests of public-order or individual-rights advocates?
- Why or why not?
- Is there evidence that these types of strategies are effective tools for reducing crime in society?
- NOTE: Answer all of the question. You will need to supply evidence for your answers—your opinion is not enough. Look up these issues, read the articles, and comment based on the evidence in the articles. Note your sources in your reference page. Plagiarism will be severely penalized.

Unit Four: Policing: Purpose and Organization 8 December 2011

Overview

Unit 4 examines the history of police organization, the methods used to combat crime, and the growing role of technology in policing. Additionally, the organization of police forces and the role they play in society are discussed.

Policing: Purpose and Organization

The face of policing in America was forever changed by the events of September 11, 2001. Local law enforcement agencies, many of which saw community protection and peacekeeping as their primary roles, are now being called upon to protect against potential terrorist threats with international roots.

However, even with this new focus on terrorism prevention and response, the fundamental mission of American policing remains essentially unchanged from what it has always been.

Law enforcement agencies are charged with:

- (1) Enforcing the law (especially the criminal law),
- (2) Investigating crimes and apprehending offenders,
- (3) Preventing crime,
- (4) Helping to ensure domestic peace and tranquility, and
- (5) Providing the community with needed enforcement-related services.

Law enforcement agencies employ operational strategies to meet their goals. This chapter presents five core strategies: preventive patrol, routine incident response, emergency response, criminal investigation, and problem solving. Support, an ancillary operational strategy, is also discussed. Police management and the organizational structure of law enforcement agencies provide two additional dimensions of police administration.

Distinctions between line and staff operations are critical to understanding agency organization.

American policing continues to evolve, and the contemporary emphasis on terrorism prevention alongside the need for a rapid response to threats of terrorism has led to what some see as a new era of policing to secure the homeland. Homeland security policing builds upon the established framework of community policing for the purpose of intelligence gathering to prevent terrorism. The jury is still out as to whether the nature of policing will change dramatically in this new era or whether community policing will prevail as the preferred philosophy with relatively minor changes to fight terrorism at home.

Unit Outcomes

- Discuss the organizational model of U.S. police agencies.
- Explain the roles played by patrol officers and detectives in law enforcement.
- Discuss the effectiveness of specialized methods of policing such as community oriented policing (COP) and problem oriented policing.

Reading

Chapter 6: Policing: Purpose and Organization

Chapter 5: Policing History

New Material and Key Concepts

- Discuss Unit Four outcomes and review outcomes for chapters covered.
- Police Mission
 - Enforcing the Law
 - Investigation and Apprehension
 - Crime Prevention
 - Keeping the Peace
 - Providing Services
- Operational Strategies
 - Preventive Patrol
 - Routine Incident Response
 - Emergency Response
 - Criminal Investigation
 - Problem Solving
- Policing Styles
 - Watchman Style
 - Legalistic Style
 - Service Style
- Community Policing
- Ethics and Professionalism
- Effect of Terrorism on Law Enforcement
- Future of Policing

Assessments

Administer the Unit 4 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 4 Quiz.

Collect Unit 3 writing assignment at the beginning of class.

Assignments

Prepare for the Midterm Exam in Unit 5.

!!!! Unit Five AND Unit 6 are COMBINED due to Thanksgiving Holiday !!!!

Unit Five: Midterm Unit 15 December 2011

Overview

This unit is intended to be used to complete any material remaining from Units 1–4. Additionally, all the outcomes from Units 1–4 should be reviewed. At the conclusion of the unit, a Midterm Exam will be administered.

Unit Outcomes

N/A

Reading

N/A

New Material and Key Concepts

- Complete any uncovered material from Units 1–4.
- Review outcomes from Units 1–4.
- Administer Midterm Exam.

Assessments

Administer Midterm Exam.

Assignments

Reading

Chapter 9: The Courts: Structure and Participants

Unit Six: Structure and Participants 15 December 2011

Overview

This unit examines the role of the judge in court proceedings and the responsibilities and jurisdiction of state, federal and appellate courts. Additionally, the roles and functions of the prosecutor and defense attorney in the administration of justice are also discussed.

Unit Outcomes

- Summarize the role of the courts.
- Compare and contrast the state and federal court systems.
- Describe the responsibilities of various courtroom actors.

Reading

Chapter 9: The Courts: Structure and Participants

New Material and Key Concepts

- Discuss Unit Six outcomes and review outcomes for chapters covered.
- State Court Structure
- Federal Court Structure
- Jurisdiction
- Court Reform
- Courtroom Actors
 - Judge
 - Prosecutor
 - Defense Attorney
 - Bailiff
 - Court Administrators
 - Court Reporter
 - Clerk
 - Witnesses
 - Jurors
 - Victim
 - Defendant

Assessments

Administer the Unit 6 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 6 Quiz.

Assignments

Reading

Chapter 10: Pretrial Activities and the Criminal Trial
Chapter 11: Sentencing

Unit Seven: Pretrial Procedures and Sentencing 12/22/2011

Overview

This unit examines the complexities of pretrial procedures and the administration of justice through sentencing. Pretrial procedures may include bail, indictment, arraignment, pleas, and pretrial diversion. If convicted, defendants move to the next phase in the criminal justice process—sentencing. Sentencing has followed many models, some aimed at rehabilitating the convicted offender and others designed merely to administer punishment. There is no clear consensus on which model achieves the intended goal of reducing recidivism.

Pretrial Activities

Before trial, courts often use pretrial release to shield the accused from the punitive power of the state. In doing so, they must balance the rights of the unconvicted defendant against the potential for future harm that he or she represents. A significant issue facing pretrial decision makers is how to ensure that all defendants, rich and poor, black and white, male and female, are afforded the same degree of protection. This chapter identifies the criminal trial as the hallmark of American criminal justice and discusses the characteristic activities of today's criminal courts. The criminal trial, which owes its legacy to the development of democratic principles in Western society, builds on an adversarial process that pits prosecution against defense. Trials have historically been viewed as peer-based factfinding processes intended to protect the rights of the accused while disputed issues of guilt or innocence are resolved. If a guilty verdict is found, then the next step in the criminal justice process begins. This is known as sentencing.

Sentencing

The goals of criminal sentencing are many and varied, and they include retribution, incapacitation, deterrence, rehabilitation, and restoration. The just deserts model, with its emphasis on retribution and revenge, may be the most influential sentencing philosophy in the United States today. Many citizens, however, still expect sentencing practices to provide for the other general sentencing goals. This ambivalence toward the purpose of sentencing reflects a more basic cultural uncertainty regarding the root causes of crime, the true nature of justice, and the fundamental goals of the criminal justice system.

Most states impose sentences based on either the determinate or indeterminate model. Indeterminate sentences vary the term of incarceration; for example, 5 to 15 years with the possibility of parole. Determinate sentences prescribe a fixed period of incarceration and offer no possibility for parole, but may offer reduction of the prison term for good behavior.

Unit Outcomes

- Describe the concept of a jury and what a fair trial means.
- Address the concept of proof beyond a reasonable doubt.

- Identify the forms of criminal punishment.
- Discuss the goals of modern sentencing and sentencing models.
- Recognize the rationale behind mandatory minimum sentences, "three strikes and you're out" legislation, and capital punishment.

Reading

Chapter 10: Pretrial Activities and the Criminal Trial
Chapter 11: Sentencing

New Material and Key Concepts

- Discuss Unit Seven outcomes and review outcomes for chapters covered.
- Pretrial Activities
- The Criminal Trial
- Stages of a Criminal Trial
- The Philosophy and Goals of Criminal Sentencing
- Indeterminate Sentencing
- Structured Sentencing
- Innovations in Sentencing
- The Presentence Investigation
- Victims' Rights
- Modern Sentencing Options
- The Death Penalty

Assessments

Administer the Unit 7 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 7 Quiz.

Assignments

Reading

Chapter 12: Probation, Parole, and Community Corrections

Writing (due at the beginning of Unit 8) APA format (750 – 800 words – 2 to 3 pages)

The Criminal Justice System and Process

The three criminal justice components include the police, the courts, and corrections. Once a suspect has been arrested (function of the police) the suspect enters the judicial system (courts) and, if found guilty, is then sentenced for his/her crime (corrections). Using the following fictional story, describe these processes that the defendant, Blaine, would experience.

Blaine, an adult male, was found guilty of stealing high-end electronics and computer equipment. Describe each of the experiences Blaine would have in the criminal justice system, from the first step in the criminal justice process of "investigation and arrest" through the last step of "corrections." Be as creative as possible in your response.

The idea is to cover in detail the criminal justice process as it happens in our criminal justice system, using the fictional Blaine to illustrate your understanding of these processes.

In the final paragraph describe the sentence Blaine would receive. The goal of this assignment is for you to use the various concepts you have learned in this unit and in previous units. You can decide if Blaine had prior offenses or if this is his first offense. The purpose is for you to illustrate your comprehension of the criminal justice process. Your grade depends on detail, accuracy, and creativity.

Responses should be 2–3 pages.

Instructor Grading Information:

A full credit response would require the student to identify and define each of the following steps:

- Investigation
- Arrest
- Booking
- Pretrial Activities
- Preliminary Hearing/Grand Jury
- Arraignment
- Adjudication
- Sentencing

Unit Eight: Probation, Parole, and Community Corrections 01/5/2012

Overview

This unit examines the widespread use of probation in the American justice system. Probation is a court-supervised sentence that requires probationers to adhere to strict rules and be subject to monitoring by the court. Critics of probation charge that crimes are often committed by individuals while they are on probation. The tenets of probation and the different methods employed in community-based sentencing will also be examined.

Probation, Parole, and Community Corrections

Probation is granted every day in U.S. courts. It is considered a "front end sentence," where instead of incarceration, the convicted offender is given an opportunity to voluntarily participate in a court supervised sentence. An individual granted probation is often convicted of nonviolent property crimes.

Other considerations for probation are past criminal history, obligations to support a family, the ability to work and be self-sufficient, and the willingness to abide by the rules of the court.

Probationers often are required to give up rights and privileges afforded to citizens, such as refraining from alcohol use, submitting to mandatory drug testing, and observing a curfew. If they commit a criminal act or violate a court-ordered condition of probation, it may be revoked, and the original sentence imposed by the court will be enforced.

Presentence investigations are conducted by probation officers prior to the court handing down a sentence and include a thorough background investigation of the individual under consideration. The background investigation includes an assessment of the individual's mental health, employment history, drug and alcohol use, past criminal history, and his or her participation in prior probation sentences.

Unit Outcomes

- Understand the concept of community sentencing.
- Recognize how probation evolved and the different types of probation sentences.
- Identify the rules of probation and how it may be revoked.
- Explain the differences between probation and parole.
- Describe the advantages and disadvantages of probation and parole.
- Discuss the advantages of intermediate sanctions over more traditional forms of sentencing.

Reading

Chapter 12: Probation, Parole, and Community Corrections

New Material and Key Concepts

- Discuss Unit Eight outcomes and review outcomes for chapters covered.
- History of Probation
- Eligibility for Probation
- Conditions of Probation
- Pre-sentence Investigation
- History of Parole
- Role of Parole Boards
- Probation and Parole Revocation
- Intermediate Sanctions

Assessments

Administer the Unit 8 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 8 Quiz.

Collect Unit 7 writing assignment at the beginning of class.

Assignments

Reading

Chapter 15: Juvenile Justice

Unit Nine: Juvenile Justice 01/12/2012

Overview

This unit traces the history of the juvenile justice system, from the early child-saving movement to the juvenile justice system today. The stages in the juvenile court process are identified, allowing for comparisons with the adult system.

Juvenile Justice

Children are the future hope of each mature generation, and under today's laws, they occupy a special status. That status is tied closely to cultural advances that have occurred in the Western world during the past 200 years, resulting in a reevaluation of the child's role in society.

Many children today lead privileged lives that would have been unimaginable several decades ago. Others are not as lucky, and the problems they face are as diverse as they are staggering. Some problems are a direct consequence of increased national wealth and the subsequent removal of children from the economic sphere, which has lessened expectations for responsible behavior during childhood. Other problems grow from the easy availability of illicit drugs—a condition that has dramatically altered the early life experiences of many children, especially in the nation's large cities. Finally, the decline of traditional institutions, the plethora of broken homes throughout our country, and the immoral excesses of adult sexual predators have led to an early loss of childhood innocence. Gang involvement, child abuse and neglect, juvenile runaways and suicides, and serious incidents of delinquency have been the result.

In the face of these massive challenges, the juvenile justice system's commitment to a philosophy of protection and restoration has begun to crumble. The present juvenile system, for the most part, still differs substantially from the adult system in the multitude of opportunities it provides for diversion and in the emphasis it places on rehabilitation rather than punishment. The "professionalization" of delinquency, however, the hallmark of which is the repeated and often violent criminal involvement of juveniles in drug-related gang activity, represents a major challenge to the idealism of the juvenile justice system. Addressing that challenge may well prove to be the most significant determinant of system change in coming years.

Unit Outcomes

- Trace the history of the juvenile justice system.
- Identify and explain the stages in the juvenile court process.

- Explain the differences and similarities between the juvenile justice system and the adult criminal justice system.

Reading

Chapter 15: Juvenile Justice

New Material and Key Concepts

- Discuss Unit Nine outcomes and review outcomes for chapters covered.
- History of Juvenile Justice
- The Problems of Children Today
- Juvenile Delinquency Theories
- Legal Rights of Juveniles
- The Juvenile Justice Process
- Juvenile Dispositions
- Juvenile Waiver

Assessments

Administer the Unit 9 Quiz.

Student grades will be reflected by an informal assessment of student participation levels during each class session. Additionally, students will be graded formally on all in-class activities including the Unit 9 Quiz.

Assignments

Prepare for the Final Exam, which will cover the material and concepts presented in Units 1–9.

Unit Ten: Course Reflection 01/19/2012

Overview

This unit is intended to be used to complete any material remaining from Units 6–9. Additionally, all the outcomes from Units 6–9 should be reviewed. At the conclusion of the unit, a Final Exam will be administered.

Unit Outcomes

N/A

Reading

N/A

New Material and Key Concepts

- Complete any uncovered material from Units 6–9.
- Review outcomes from Units 6–9.
- Administer Final Exam.

Assessments

Administer Final Exam.

Assignments

N/A