From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 5
Students should develop a routine of accessing the course several times during the week to keep up with online discussions and course readings. I believe this course could be taken with one – two other courses within an 8-week format depending on student desire to read and availability of time.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 5
Students should expect to spend at least five to eight hours each week reading the chapter readings, course lectures, and discussion postings.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 5
The online instructor notes complement the chapter readings. Students should expect to spend at least one hour per week reading the notes. The notes can be easily printed.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 6
This course contains one short quiz, a mid-term exam, and a final exam. The exams are comprised of 50 multiple choice and true and false questions each. They are comprehensive, but students are permitted to use their textbooks and instructor course notes while taking the exams.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 5
During this course, students will be expected to participate in four graded online discussion board assignments. They are time-sensitive (meaning, students must post within particular assigned weeks of the course), but the requirements are clearly stated and defined in a rubric, which is provided to students. Students are expected to complete the weekly readings and apply them to the discussions.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 7
There is one research paper requirement for this course. Students are expected to adhere to the APA Style format; multiple resources on the APA Style are provided to students in the course. Students choose a topic of interest that pertains to the criminal justice field and they are to interpret it in light of a personal Christian worldview. The paper is due before the last day of class.

Additional comments:

The online course interaction helps students get to know one another from the very first introductory discussion board. Students tend to be supportive and very respectful, which encourages conversation. Discussions tend to be lively and informative. Whether students have much, or limited experience in the criminal justice field, their perspectives are considered valuable to class discussions.

Many students comment on how much they enjoy this course. They find that the information is pertinent to their academic and professional careers. They, especially, find that the Christian environment promotes a more meaningful learning experience.
LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
HELMS SCHOOL OF GOVERNMENT
CJUS 200 INTRODUCTION TO CRIMINAL JUSTICE
Syllabus

REQUIRED TEXTBOOK

SUGGESTED READING (EXTRA-CREDIT)

-OR-

COURSE DESCRIPTION
This is an introductory course covering the criminal justice system in America, including discussion of law enforcement generally, the court systems, correctional organizations, the history of law enforcement in the U.S. and some other nations, and the ethics and philosophy of criminal justice generally.

I. RATIONALE
The purpose of this class is to expose the learners to introductory level essential elements of the criminal justice system and introduce critical thinking skills on biblical, ethical and public policy levels, as related to the study of Criminal Justice.

II. PREREQUISITES
None

III. LEARNING OUTCOMES
By the end of this course, the student will be able to:

1. Articulate the different types of crimes, i.e., crimes against persons, property, government, public morals.
2. Identify the various component of the criminal justice system and how each interacts and depends upon the others
3. Contrast the characteristics of the federal criminal justice system and representative state systems.
4. Describe the roles of prosecution, defense, judicial and law enforcement officers within the criminal justice system.
5. Demonstrate a comprehension of the theories associated with the American correctional system.
6. Integrate Biblical principles that address criminal law, procedure, and justice with current approaches within the field of criminal justice.

IV. MATERIALS FOR LEARNING
A. Internet Access and Microsoft Word
B. United States Constitution
C. Bill of Rights
D. Textbook

V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES
The methodology for study will include independent readings, lecture notes and online discussion, as well as an independent research paper. There will be a midterm exam and a final exam (both are non-cumulative and in multiple choice format). There are two opportunities for extra credit explained further below.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Required Reading: *Criminal Justice*; Chapters: 1–12.

B. Lecture Notes (available in the Course Content area of Blackboard) which coincide and supplement, but do not repeat the Core book).

C. The research paper’s length will be 3-4 pages in length. It **MUST** use APA formatting (5th Ed.) and should not use personal pronouns (I, me, we, us, our, etc.). Academic writing must be used. Topics will be chosen by the individual student but MUST be directly related to the study of Criminal Justice. (No “Death Penalty” topics). If the student chooses a topic RELATED to police brutality or racism, the research should include reading the extra credit book entitled *Are Cops Racist?* By Heather MacDonald.

**Guidelines:** Must use Times New Roman in 12 pt. and margins will be 1” all around. The paper will be double spaced throughout. It must include a cover page with the paper title, student name, course name, and professor name. Also included must be a References Page. These are NOT to be counted in the number of pages. There must be page numbers in accordance with APA guidelines. The student must use at a minimum 5 sources, & use both online materials and journals from the field (online or hardcopy). Save the paper as lastnamefirstinitial_rp.doc (Ex. Rickertp_rp.doc) and you must **use Microsoft Word** (neither MS Works nor WordPerfect are acceptable)
The paper must make a point. For example, do not merely report what is. Take what is, analyze it, interpret it in light of a personal Christian worldview, discuss options, and discuss things you think should change and support your ideas, give alternatives to current practice and support them, integrate material from the readings or from lectures. If you are of a different major taking this as an elective, integrate your field into this project!

Proper spelling, grammar, and sentence structure is expected. This is a college class and deductions will be made accordingly. In an age of computers that do much of the work for us, spelling errors should be nonexistent. HAVE SOMEONE ELSE PROOFREAD YOUR PAPER before you give it to me, to ensure what you are saying makes sense!!!

For assistance with APA style, see http://www.liberty.edu/Library/index.cfm?PID=1222

D. Discussion Board Assignments

There will be four opportunities for discussion participation to be graded, on topics chosen by the instructor. Each discussion “forum” is located in Blackboard under the Discussion Boards, and each forum has a time period associated with it. The “Introductions” forum is open all term. Student participation is expected, but only counts toward attendance, in conjunction with the Blackboard login statistics which tell the instructor how often each student is logging in. Please use etiquette in discussion. **Quality as well as quantity counts.** Your posts can be edited but not removed, and file attachments are discouraged because they may slow up reading. Ideally, each student will present their own opinion on the assigned topic forums in at least a 150 word original essay, and each student will also participate in at least similar-length responses to other(s)' posts. Each graded forum period lasts approximately two weeks.

E. Examinations

The midterm exam and the final exam will be posted on Blackboard (Course Content/Modules 4 and 8/Learning Activities folder). You will find that even though the questions are in multiple choice format, they cannot simply be answered by looking up the answer in the readings. Please think, reflect upon, and choose the best answer based on the readings. Exams are open book, open note, but are **not** to be collaborated with any person.

F. **Extra Credit**

1. **Field Experience** – Each student strongly encouraged to participate in a “field experience”. This may be in an area of interest or in an unfamiliar area. The second choice would to
allow confirmation or repudiation of perceived interests and allow for broadening of scope of personal inquiry. In any jurisdiction, the student may conduct a ride along or office visit with the following agency types, depending on interests & desires:

-Court Services Units
-State Dept. of Corrections facilities
-Probation and Parole
-Courtroom Security & Civil Process
-Emergency Services Coordinators
-Dispatch (emergency communications)

-Local or Regional Jails
-Police agencies
-Victim/Witness Advocate Offices
-Federal Prisons

(Ensure you have developed questions or discussion points before your meeting)

► The last week of class, a minimum of a one (1) page summary of your experiences should be turned in to the professor, explaining the field experiences, why you chose them, who your experience was with, and expound on what you learned from each experience. The page should be 1.5 spaced and Times New Roman 12 pt. 1” margins will be utilized. This will give a maximum of 5 points to the FINAL grade.
► Field experiences undertaken for another class may not be submitted for extra credit for this class.
► Those currently employed in the Criminal Justice field may not use normal job experiences toward this credit. Example: A police officer might spend some time with the Victim/Witness advocate or Dept. of Corrections.
► Those students in CJUS 200 may not use the same field experience to count twice, sorry, this is extra credit.

2. READING – with 2 pg book report (free-form with Times New Roman 12 pt with 1” margins all around). (see suggested reading)

VII. EVALUATION AND GRADING

A. Weight

<table>
<thead>
<tr>
<th>Quiz</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Board Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Extra Credit – due the final day of class
Reading & report  +5%
Field Experience & mini-paper  +5%

B. Scale
A = 90–100  B = 81–89  C = 71–80  D = 61–70  F = 0–60
FN = Automatic failure & withdrawal for non-attendance

C. Plagiarism
Any student caught plagiarizing will be subject to university disciplinary procedures ranging from failure of the project to expulsion from school. The simple rule is, when in doubt, CITE IT! Yes, direct quotations must be cited, but so must any concept that is not your own. If you borrow it from elsewhere, you must give credit to the place where you took it from. For more info, see https://www.liberty.edu/StudentAffairs/index.cfm?PID=1324

Self-plagiarism
Papers that are submitted to this class should not be submitted to other classes. Likewise, papers that you submit to other classes should not be submitted to this class. The software, Turnitin, used to identify sources will show that your work was submitted to other classes.
## Course Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Reading Assignment</th>
<th>Lecture Notes</th>
<th>Learning Activities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18- June 24</td>
<td>1</td>
<td><em>Criminal Justice</em> (Reid, 7th ed) Chps. 1–2</td>
<td>1–4</td>
<td>DB Introductions</td>
<td></td>
</tr>
<tr>
<td>June 25 - July 1</td>
<td>2</td>
<td>Chps. 3–4 U.S. Constitution Bill of Rights</td>
<td>5–6</td>
<td>U.S. Const. &amp; BOR Quiz DB 1 &amp; responses</td>
<td>5%</td>
</tr>
<tr>
<td>July 2 – July 8</td>
<td>3</td>
<td>Chp. 5</td>
<td>7</td>
<td>Continue DB1</td>
<td></td>
</tr>
<tr>
<td>July 9 – July 15</td>
<td>4</td>
<td>Chp. 6</td>
<td>8–9</td>
<td>DB 2 &amp; responses Mid-Term Exam</td>
<td>5% 25%</td>
</tr>
<tr>
<td>July 16 – July 22</td>
<td>5</td>
<td>Chps. 7–8</td>
<td>10</td>
<td>Continue DB 2</td>
<td></td>
</tr>
<tr>
<td>July 23 – July 29</td>
<td>6</td>
<td>Chp. 9</td>
<td>11–12</td>
<td>DB 3 &amp; responses</td>
<td>5%</td>
</tr>
<tr>
<td>July 20 – Aug 5</td>
<td>7</td>
<td>Chps. 10–11</td>
<td>13</td>
<td>Continue DB 3</td>
<td></td>
</tr>
<tr>
<td>Aug 6 –Aug 12</td>
<td>8</td>
<td>Chp. 12</td>
<td>14–17</td>
<td>DB 4 &amp; responses Research Paper Due Final Exam</td>
<td>5% 25% 25%</td>
</tr>
</tbody>
</table>

Discussion Board (DB)

| Total Percentage | 100% |