



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CRIM 1	(2) INTRODUCTION TO CRIMINOLOGY	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	54.00	Degree applicable:	X	
	Total Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9)RC	Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.				General education category:	
(5) Grading Basis:	Grading Scale Only	X	Major:	CRIMINOLOGY	
	Pass/No Pass option		Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:			(10)CSU	Baccalaureate:	X
Eligibility for English 126			(11)Repeatable: (A course may be repeated three times)		0
Eligibility for English 125					
(7) Pre-requisites(requires C grade or better):					
Corequisites:					

(12) Catalog Description:  
 The philosophy and history of the administration of justice; an overview of crime and administration of justice problems; organization and jurisdiction of local, state and federal administration of justice agencies; and a survey of professional career opportunities and qualifications required for each.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. Identify the major components of the criminal justice system.
- II. Describe the differences between Federal and State courts.
- III. Identify the major theories which attempt to explain crime causation.
- IV. Identify the processes by which a criminal case progresses from investigation to appeal.
- V. Identify which Amendments to the United States Constitution have the greatest impact on the criminal justice system.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. learn the patterns of organization of the criminal justice system.
- II. identify, define, use and differentiate the various legal concepts and statutes.
- III. demonstrate the ability to use the various related codes appropriately.
- IV. gather and organize the material required for the case brief or written project.

**IV. COURSE OUTLINE:**

**Lecture Content:**

General Concepts

- A. Overview of the System
  1. Philosophy of the Contemporary System
  2. Criminal Justice Administration
  3. Individual Rights v. Law and Order
4. The Due Process Concept
5. The Legal Foundations of Crime
6. Sources and Classifications of Crime

7. Legal Research and Methodology
  - B. Evolution of the Present System of Justice
    1. Foundations of our Justice System
    2. Development of the Trial System
    3. Cornerstones of our Present Trial System
  - C. Explanation of Contemporary Crime
    1. Concepts of Crime Causation
    2. Evolution of Social Control
    3. The Cycle of Violence
  - D. Scope of the Crime Problem
    1. Sources of Crime Data
    2. Volume and Rates of Criminal Activity
    3. The Role of Discretion in Criminal Processes
    4. Emerging Crime Trends
      - Law Enforcement in America
        - A. The Development of the Criminal Justice System
          1. From the English Model and other International Heritage
          2. Emerging Law Enforcement System in the US
          3. Public-Private Contemporary Law Enforcement Systems
            - B. Organization and Operation of Law Enforcement Systems
              1. Local Law Enforcement
              2. State Police
              3. National Law Enforcement Agencies
              4. Styles of Policing
              5. Structure and Operation
              6. Administrative Processes
              7. Personnel Issues
                - C. Critical Issues for Law Enforcement Personnel
                  1. Constitutional Provisions – Effects of Legal Interpretations
                  2. Emphasis upon Order Maintenance
                  3. Civil Liability
                  4. Police Ethics
                  5. Police Stress
- E. Police Operations
  1. Patrol
  2. Traffic
  3. Criminal Investigations
  4. Community Policing
  5. Problem-Oriented Policing
  6. Support Functions
  7. Innovations in Police Operations
- The Court System
  - A. Structure and Role of Courts
    1. Federal Courts
    2. State Courts
  - B. Roles in the Court System
    1. Courthouse Work Group
    2. Prosecutors
    3. US Attorney – Expanded Federal Role
    4. Defense Counsel
    5. Judges
    6. Other Court Personnel
    7. Caseloads and Plea Bargaining
  - C. Pretrial and Trial Process
    1. Pretrial Procedures
    2. The Jury
    3. Trial Proceedings
  - D. Sentencing
    1. Types of Punishment
    2. Principles of Punishment
    3. Death Penalty
    4. Alternative Sentencing
- Corrections
  - A. Structure and Purpose of the Correctional System
    1. Contemporary Correctional Philosophy
    2. History of Corrections
    3. Institutions
    4. Prisoners' Rights
    5. Life in Prison
  - B. Community Corrections
    1. Probation
    2. Parole

- 3. Electronic Monitoring
- 4. Post Conviction Restrictions
- Special Topics
  - A. Juvenile Justice
    - 1. History of Juvenile Justice
    - 2. Juvenile Court Jurisdiction
    - 3. Police and the Juvenile Offender
    - 4. Juvenile Court
    - 5. Juvenile Gangs
  - B. Criminal Victimology and Victim's Rights
    - 1. Criminal Victimology and Fear of Crime
    - 2. Victims' Rights Movement
    - 3. Right to be Heard
    - 4. Civil Liability
    - 5. Victim Compensation
    - 6. The Future of Victims' Rights
  - C. Drug Abuse and the Criminal Justice System
    - 1. Factors that Influence Drug Use
    - 2. Sources of Illegal Drugs
    - 3. Drug Control
  - D. Our Criminal Justice System – Today and Tomorrow
    - 1. Today in Criminal Justice
    - 2. Summary of Future Trends
    - 3. Law Enforcement Futures Project
    - 4. Faith and Trust in our System

**V. APPROPRIATE READINGS**

**Reading assignments may include but are not limited to the following:**

- I. Sample Text Title:
  - 1. Recommended - Gaines, L., Miller, R. *Criminal Justice in Action, The Core*, ed. 5th Thomson/Wadsworth, 2010,
- II. Other Readings
  - 1. Recommended - *Case decisions. Newspapers. Internet news.*

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

**Required assignments may include but are not limited to the following:**

All examinations include essay questions which require not only specific definitions but also detailed explanations as to how given terms and/or concepts apply to the field of criminal justice.

Book reports and case briefs are extra credit options, but involve extensive writing and analysis.

News notebooks demand that the student be aware of criminal events in their area; understand how they relate to the criminal justice system; and require the student to critically analyze that event as it relates to their community.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work

<input type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):
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**Required assignments may include but are not limited to the following:**

<b>C. Skill</b> demonstrations, including:			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

**Required assignments may include but are not limited to the following:**

<b>D. Objective</b> examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

75% quizzes 25% written

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>  X  </u>	<u>      </u>
Reference materials	<u>  X  </u>	<u>      </u>
Instructor-prepared materials	<u>  X  </u>	<u>      </u>
Audio-visual materials	<u>  X  </u>	<u>      </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course   X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	<u>      </u>	<u>  X  </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>  X  </u>	<u>      </u>
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	<u>      </u>

List of Reading/Educational Materials

Recommended - Gaines, L., Miller, R. *Criminal Justice in Action, The Core*, ed. 5th Thomson/Wadsworth, 2010,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

**BASIC SKILLS ADVISORIES PAGE** The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for English 126)  
(as outcomes for English 262)

Using phonetic, structural, contextual, and dictionary skills to attack and understand words.

Applying word analysis skills to reading in context.

Using adequate basic functional vocabulary skills.

Using textbook study skills and outlining skills.

Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.

1. Ability to read, comprehend and analyze college-level textual material.
2. Ability to read, comprehend and analyze and relate supplementary material to the textual material.
3. Ability to outline classroom lecture notes and correlate them with the reading material.

(eligibility for English 125)  
(as outcomes for English 252)

Writing complete English sentences and avoiding errors most of the time.

Using the conventions of English writing: capitalization, punctuation, spelling, etc.

Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.

Expanding and developing basic sentence structure with appropriate modification.

Combining sentences using coordination, subordination, and phrases.

Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

1. Ability to correctly compose well-organized and logical written responses to identification questions.
2. Ability to correctly compose well-organized analytical responses for essay/problem-solving questions.
3. Ability to correctly organize, compose and write supplementary papers using basic analytic skills.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
- Eligibility for English 126 is advisory for the target course.
- Eligibility for English 125 is advisory for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

**CONTENT REVIEW**

**REQUISITES**

No requisites