

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2022

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Make course eligible for Distance Learning.

What is the rationale for the proposed change(s)?

Greater demand for DL courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2209  
Course Title Introduction to Criminal Justice  
Transcript Abbreviation Intro Crmnl Justice  
Course Description Examination of the development and administration of criminal law and agencies (police, courts, corrections); emphasis on criminal proceedings and their justification.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

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## **Prerequisites and Exclusions**

### **Prerequisites/Corequisites**

### **Exclusions**

**Electronically Enforced** No

## **Cross-Listings**

### **Cross-Listings**

## **Subject/CIP Code**

**Subject/CIP Code** 45.0401  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Freshman, Sophomore

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Examination of the development and administration of criminal law and agencies (police, prosecutors, courts); emphasis on criminal proceedings and their justification

### **Content Topic List**

- Criminal justice
- Measuring crime
- Criminal law
- Police officers
- Court system
- Court participants and trial
- Sentencing and sanctions
- Jails and prisons

### **Sought Concurrence**

No

## **Attachments**

- ASC-Columbus-SOCIOLOGY-2209-Syllabus-Traditional.pdf: In-person syllabus  
*(Syllabus. Owner: Downey, Douglas B)*
- asc-distance-approval-cover-sheet-fillable\_Sociology 2209.pdf  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*
- 2209 Syllabus DL\_6.12.23.docx: DL syllabus  
*(Syllabus. Owner: Downey, Douglas B)*

**COURSE CHANGE REQUEST**  
2209 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
06/12/2023

**Comments**

- This revised syllabus: (1) provides greater detail regarding student expectations for the group exercises and discussion posts, (2) includes exams. *(by Downey, Douglas B on 06/12/2023 09:30 AM)*
- Please see Panel feedback email sent 04/19/2023. *(by Hilty, Michael on 04/19/2023 01:03 PM)*
- Please see email regarding review by ODI *(by Steele, Rachel Lea on 03/23/2023 04:03 PM)*
- Please remember to upload the in-person syllabus. Thanks. *(by Vankeerbergen, Bernadette Chantal on 01/06/2023 10:41 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/06/2023 10:32 AM	Submitted for Approval
Approved	Downey, Douglas B	01/06/2023 10:33 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2023 10:41 AM	College Approval
Submitted	Downey, Douglas B	03/06/2023 07:41 AM	Submitted for Approval
Approved	Downey, Douglas B	03/06/2023 07:41 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/08/2023 02:21 PM	College Approval
Revision Requested	Steele, Rachel Lea	03/23/2023 04:03 PM	ASCCAO Approval
Submitted	Downey, Douglas B	03/27/2023 04:02 PM	Submitted for Approval
Approved	Downey, Douglas B	03/27/2023 04:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/30/2023 10:44 AM	College Approval
Revision Requested	Hilty, Michael	04/19/2023 01:03 PM	ASCCAO Approval
Submitted	Downey, Douglas B	06/12/2023 09:30 AM	Submitted for Approval
Approved	Downey, Douglas B	06/12/2023 09:30 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/12/2023 09:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/12/2023 09:35 AM	ASCCAO Approval

# SYLLABUS

# SOCIOLOGY 2209:

# INTRODUCTION TO CRIMINAL

# JUSTICE

Autumn 2023 (full term)  
3 credit hours  
Online

## COURSE OVERVIEW

### Instructor

Instructor: Mary Reiter

Email address: [reiter.29@osu.edu](mailto:reiter.29@osu.edu)

Phone number: 614-259-7763

Office hours: TBD

### Prerequisites

none

### Course description

The purpose of this course is to introduce students to the agencies responsible for detecting, adjudicating, and sanctioning criminal offenders. Initially, we will examine the historical development of criminal justice and primary types of law. Empirical methods used to measure crime, legal elements of a crime, and criminal defenses will be discussed. The second portion addresses the constitutional limitations placed upon law enforcement. Students will read U.S. Supreme Court decisions and identify legal principles related to basic Constitutional rights provided in the

4th, 5th, 6th, and 14th Amendments. Lastly, we will discuss the formal stages of the system, legal and extra-legal factors that influence proceedings, and the working relationship between members of the courtroom workgroup. We conclude with a look at sentencing strategies, their impact on society, and current problems plaguing the legal system. Throughout the semester we will explore how politics, race, social class, and other factors impact the adjudication of justice. Similarly, we will discuss the impact of policy changes on individuals, the criminal justice system, and society.

## General education goals and expected learning outcomes

This course satisfies the General Education Requirement in the Social Sciences for Foundations. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry. Students will also recognize the implications of social and behavioral scientific findings and their potential impacts. Expected Learning Outcomes for Foundations are:

**GOAL 1:** Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

1.1 Students are able to explain basic facts, principles, theories and methods of social and behavioral science.

1.2 Students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

**GOAL 2:** Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

2.1 Students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.

2.2 Students are able to evaluate social and ethical implications of social scientific and behavioral research.

2.3 Students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

This course fulfills these expected learning outcomes by teaching students the history of the criminal justice system and how it was shaped by larger factors, along with how our system varies from those in other countries. Students also learn the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. In addition, students learn about how broader social factors, especially political ones, have shaped the criminal justice system, along with the values and ethical implications of these influences. In addition, the course investigates how race, social class and other factors impact processing and treatment in the criminal justice system. Finally, students learn to analyze and synthesize empirical information about the criminal justice system as a way to be an informed citizen.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Quizzes will be posted each Friday by noon and are due each Sunday at midnight.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In this course students will watch a series of short instructor lectures posted on Carmen. A typical week will consist of two 60-minute videos (for a total of two hours per week) along with additional curriculum related videos and activities (such as group activities and discussion board posts) constituting about one hour per week.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Keep up with online homework assignments (due every 3-4 weeks), weekly quizzes, and the 3 group exercises.**
- **Office hours and live sessions: OPTIONAL**  
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 3+ TIMES PER WEEK**  
As part of your participation, each week you can expect to post at least three times/week as part of our substantive class discussion on the week's topics. This is a critical part of the class where students will have both peer-to-peer and peer-to-instructor interactions.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required

- Criminal Justice Today, 16th Edition Author: Frank Schmalleger: Pearson Publication ISBN: 9780135770580 [print] Book can be purchased via: • OSU Bookstore: paperback or e-text version • Direct e-text purchase through Pearson • Online purchase or rental via Amazon, VitalSource, etc. Additional required readings will be available in Canvas.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Homework (5@3 points)	15
Group Exercises (3@5 points)	15
Weekly Quizzes (15@2 points)	30
Discussion Board participation	10
Exam 1	10
Exam 2	10
Exam 3	10
Total	100

### Descriptions of major course assignments

**Attendance:** Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of everyone's expected participation:

**Weekly Zoom Sessions:** OPTIONAL. All live class sessions for the course are optional and will be recorded and posted to Carmen Canvas.



**Zoom Instructor Office Hours:** OPTIONAL. You are encouraged to note my office hours in your weekly schedule, and to attend as you have questions, but these sessions are optional.

**Participating in online activities for attendance:** AT LEAST ONCE PER WEEK. You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

**Weekly Quizzes:** You will complete a short quiz each week online. Quizzes will be posted each Friday by noon and are due each Sunday at midnight. These questions are intended to measure how well you are understanding the material presented during that week. Each weekly quiz will build on your previous knowledge and will quiz you on new knowledge. You may use your book and your class notes while completing the quiz, but you will only have 10 minutes to complete the online quiz. There are 15 quizzes worth 2 points each. Together, they account for 30% of your final grade. You must complete all quizzes yourself, without any external help or communication.

**Homework:** There will be four homework assignments during the semester. They will consist of a reading and follow up questions which will require you to think through the course materials and concepts and apply them to real life issues/events. The homework assignments will require you to read and consider some complex ideas and to apply the concepts you learn in the class. You may use your book, course notes, and linked web resources to complete these assignments. You may not collaborate with other students. There are 4 homework assignments worth 5 points each. Together, they account for 20% of your final grade.

**Group Exercises:** You will participate in three online group exercises in which you will work with other students to achieve a common goal. You will be assigned randomly to a group for each exercise (a different group each time). In one exercise, you will participate in an online mock jury to decide the guilt or innocence of a defendant based on a fact scenario. In another group exercise, you will negotiate a plea bargain. In the third you will work together to evaluate available data on prisoners. There are three group exercises worth a total of 30% of your grade.

- a. **Mock Jury Exercise:** For this exercise, we will create teams of 9 jurors. Each group will be given a fact scenario in which they must decide whether to convict the defendant based on the information in the fact scenario. At the end of the exercise, the results of each jury will be discussed via the Discussion Board. Each group will post their results along with a summary of how they reached their conclusions (1,000 words for the group post). The “jury foreman” will post the initial post and each jury member will follow up with a discussion of the exercise from their perspective (500 words).
- b. **Plea Bargaining:** For this exercise, you will negotiate a plea bargain. You will be randomly assigned to be a prosecutor, defense attorney, or defendant and given a fact scenario. From there, you will attempt to reach an agreement regarding a lesser sentence in lieu of a trial. When an agreement is reached, the student assigned as the prosecutor will post the agreement on the discussion board (500 words). Each participant will then follow up with their perspectives on the negotiation results (500 words).
- c. **Prisoner Data:** In the third you will work together to evaluate available data from the BJS or state agencies on prisoners. Students will be broken up into several groups to look at both men’s and women’s prison data at the state and federal level (provided in class), including total populations, types of offenses, demographic makeup of prisoners, and changes over time. Students will create a graph or chart outlining their findings and then post that chart or graph to the discussion board. From there, you will discuss the findings posted by the group (two 500 word discussion posts).

**Discussion Board:** This is an entirely online course and so the discussion board is critical to facilitating students' ability to contemplate the topics at stake. Each week you will need to login to the discussion board (on Carmen) and make at least three posts—at least one original post and at least one comment on another student's post. Your first post of the week is due by Tuesday midnight. The other two posts must occur by Sunday midnight. Your first post should be a minimum of 150 words and follow up posts should include a minimum of 75 words. The discussion board is designed to model healthy and productive digital discussion regarding course topics and I expect you to contribute to that goal. For these reasons, there are several guidelines for how that online communication should occur: (1) there should be a tone of respect and civility (remember sarcasm does not play well online), (2) posts should be thoughtful, (3) you should use proper grammar and spelling. In class I will go over several examples of posts that facilitate course goals along with those that do not or are inappropriate.

**Exams:** There will be three exams covering lectures, readings and any other class material. The format of the exams will include multiple choice, matching, fill-in the blank, and short answer/essay. The exams are not cumulative. Therefore, the last exam will not test material covered in the previous exams; however, an understanding of earlier concepts will be necessary to fully understand later topics covered in class. Each exam is worth 10% of your grade for a total of 30%. Exams are taken online in Canvas using Proctorio. Exams are closed book, closed notes, no collaboration or accessing other outside resources is allowed during the exam.

### Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Other sources of information on academic misconduct (integrity), to which you can refer, include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- Ten Suggestions for Preserving Academic Integrity ([Ten Suggestions](#))
- Eight Cardinal Rules of Academic Integrity  
([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Late assignments

Please see the course calendar for information on due dates. Most assignments will be due on Friday of the week in which they are assigned. There is a two day grace period for late assignments. After that, there is a 20% late penalty per day. Exams must be taken online on the scheduled day. If you miss an exam, you will need a documented excuse to take a make-up. Make-up exams are all essay and are significantly more difficult. I realize that sometimes life happens and deadlines go by without being met. Everyone will have one free pass in which I will accept late work with no penalty no questions asked as long as the work is turned in within 7 days from the missed deadline (after that, you will not be able to earn credit for the work). Please inform me that you wish to take advantage of your free pass as soon as you know you will need to miss a deadline, preferably before, but at least within 24 hours of a missed deadline. Outside of the free pass, a deadline extension will generally require some form of documentation. I am flexible with regard to documentation and you do not need to disclose any private information to me. Any extended absences (more than 2 weeks) will require you to go through SLDS for accommodations.

## Grading Scale

93-100 A  
 90-92 A-  
 87-89 B+  
 83-86 B  
 80-82 B-  
 77-70 C+  
 73-76 C  
 70-72 C-  
 65-69 D+  
 60-64 D  
 62 and below E

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability

to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### **Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

# COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

	Dates	Topics	Readings, Assignments, Deadlines
1	August 22-25	<b>What is Criminal Justice</b> <ul style="list-style-type: none"> <li>• Explore the history of crime in America</li> <li>• Describe the American criminal justice system (CJS)</li> <li>• Examine the challenges of multiculturalism and diversity for the American CJS</li> </ul>	Read chapter 1 in your textbook (pages 2-29) <ul style="list-style-type: none"> <li>• Watch the Chapter 1 lecture videos</li> <li>• Complete the week 1 quiz</li> </ul> Post (3X) on the discussion board
2	August 28 – September 2	<b>The Crime Picture</b> <ul style="list-style-type: none"> <li>• Describe the FBI’s UCR/NIBRS program and the BJS’s NCVS program</li> <li>• Compare and contrast the two program’s data collection and reporting programs</li> </ul>	Read chapter 2 in your textbook (pages 30-71) <ul style="list-style-type: none"> <li>• Watch Chapter 2 lecture videos</li> <li>• Watch the video “Counting Crime”</li> <li>• Complete the week 2 quiz</li> <li>• Complete Homework 1: Crime Statistics</li> </ul> Post (3X) on the discussion board
3	September 5-9	<b>The Search for Causes</b> <ul style="list-style-type: none"> <li>• Summarize the development of criminological theories of crime</li> <li>• Explain and describe current and emerging theories of crime</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 3 in your textbook (pages 72-107)</li> <li>• Watch the Chapter 3 lecture videos</li> <li>• Complete the week 3 quiz</li> </ul> Post (3X) on the discussion board
4	September 12 – 16	<b>Criminal Law</b> <ul style="list-style-type: none"> <li>• Summarize the purpose, primary sources, and development of law</li> <li>• Summarize the various categories of law</li> <li>• Describe the six general categories of crimes and the eight general features</li> </ul>	Read chapter 4 in your textbook (pages 108-136) <ul style="list-style-type: none"> <li>• Watch the Chapter 4 lecture videos</li> <li>• Watch the video “Andrea Yates”</li> <li>• Complete the week 4 quiz</li> <li>• Complete Homework 2: Understanding Laws</li> </ul> Post (3X) on the discussion board

	Dates	Topics	Readings, Assignments, Deadlines
		of crime • Compare and contrast the four general categories of accepted criminal defenses	
5	September 19-23	<b>Policing: History and Structure</b> <ul style="list-style-type: none"> <li>• Summarize the historical development of policing in America</li> <li>• Describe the three major levels of public law enforcement in the U.S.</li> <li>• Describe private protective services in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 5 in your textbook (pages 137-162)</li> <li>• Watch the Chapter 5 lecture videos</li> <li>• Complete the week 5 quiz</li> <li>• Post (3X) on the discussion board</li> </ul> <b>Exam 1 Sept. 21</b>
6	September 26-30	<b>Policing: Purpose and Organization</b> <ul style="list-style-type: none"> <li>• Explain the legal restraints on police power and action</li> <li>• Describe the circumstances of a legal search and seizure</li> <li>• Define arrest</li> </ul>	<b>Read chapter 6 in your textbook (pages 163-194)</b> <ul style="list-style-type: none"> <li>• Watch the Chapter 6 lecture videos</li> <li>• Complete the week 6 quiz</li> </ul> <b>Post (3X) on the discussion board</b>
7	October 3-7	<b>Policing Issues and Challenges</b> <ul style="list-style-type: none"> <li>• Describe the police personality and subculture and ways to develop integrity and professionalism</li> <li>• Describe the dangers, conflicts, and challenges of police work</li> <li>• Summarize the guidelines for use of force</li> <li>• Describe racial profiling and biased policing as well as civil and criminal liability of police officers</li> </ul>	<b>Read chapter 7 in your textbook (pages 195-238)</b> <ul style="list-style-type: none"> <li>• Watch the Chapter 7 lecture videos</li> <li>• Watch the video “Don’t Talk to the Police”</li> <li>• Complete the week 7 quiz</li> <li>• Complete Homework 3: Search and seizure (optional alternative written summary of event).</li> </ul>
8	October 10-14	<b>The Courts: Structure and Participants</b>	<b>Read chapter 9 in your textbook (pages 278-313)</b>



	Dates	Topics	Readings, Assignments, Deadlines
		<p>Summarize the development and structure of American courts and the dual court system</p> <ul style="list-style-type: none"> <li>• Identify the typical job titles and duties of courtroom work groups and courtroom outsiders</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the Chapter 9 lecture videos</li> <li>• Complete the week 9 quiz</li> <li>• Group Exercise 1: Plea Bargaining Negotiation</li> </ul> <p>Post (3X) on the discussion board</p>
9	October 17-22	<p>Pretrial Activities and the Criminal Trial</p> <ul style="list-style-type: none"> <li>• Describe the pretrial steps and activities.</li> <li>• State the purpose of the criminal trial.</li> <li>• Describe the criminal trial process.</li> <li>• Describe three approaches to improving the adjudication process</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 10 in your textbook (pages 314-343)</li> <li>• Watch the Chapter 10 lecture videos</li> <li>• Complete the week 10 quiz • Optional alternative assignment of experience.</li> <li>• Start preparing to take the second exam</li> <li>• Complete Homework 3: The Trial Process</li> </ul> <p>Post (3X) on the discussion board</p>
10	October 24 –28	<p>Sentencing</p> <ul style="list-style-type: none"> <li>• Describe the five goals of contemporary criminal sentencing.</li> <li>• Define the various sentencing models common in the U.S. including alternative sentences</li> <li>• Explain the purpose of presentence investigations, presentence investigation reports, and presentencing hearings.</li> <li>• Describe the history of victims' rights and services, including the growing role of the victim in criminal justice proceedings today.</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 11 in your textbook (pages 344-388)</li> <li>• Watch the Chapter 11 lecture videos</li> <li>• Complete the week 11 quiz</li> <li>• Group Exercise 2: Jury Deliberation</li> </ul> <p>Post (3X) on the discussion board</p> <p>Exam 2 Oct. 26</p>

	Dates	Topics	Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• List the four traditional sentencing options and arguments for and against capital punishment</li> </ul>	
11	November 2-6	<b>Probation, Parole, and Intermediate Sanctions</b> <ul style="list-style-type: none"> <li>• Describe the five goals of contemporary criminal sentencing.</li> <li>• Define the various sentencing models common in the U.S. including alternative sentences</li> <li>• Explain the purpose of presentence investigations, presentence investigation reports, and presentencing hearings.</li> <li>• Describe the history of victims' rights and services, including the growing role of the victim in criminal justice proceedings today.</li> <li>• List the four traditional sentencing options and arguments for and against capital punishment</li> </ul>	<b>Read chapter 12 in your textbook (pages 390-418)</b> <ul style="list-style-type: none"> <li>• Watch the Chapter 12 lecture videos</li> <li>• Complete the week 12 quiz</li> </ul> <b>Post (3X) on the discussion board</b>
12	November 8-12	<b>Prisons and Jails</b> <ul style="list-style-type: none"> <li>• Describe the history of punishment, concluding with its impact on the modern philosophy of corrections.</li> <li>• List major milestones in the historical development of prisons.</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 13 in your textbook (pages 419-462)</li> <li>• Watch the Chapter 13 lecture videos</li> <li>• Complete the week 13 quiz</li> <li>• Complete Homework 4: Prison Privatization</li> </ul> <b>Post (3X) on the discussion board</b>

	Dates	Topics	Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Describe the purpose and major characteristics of today's prisons and jails.</li> <li>• Describe the current and likely future roles of private prisons.</li> </ul>	
13	November 14-18	<p><b>Prison Life</b></p> <p>Describe the realities of prison life and prison subculture from the inmate's and corrections officer's point of view.</p> <ul style="list-style-type: none"> <li>• Differentiate between men's and women's prisons.</li> <li>• Describe the nature of security threat groups and summarize the causes and stages of prison riots.</li> <li>• Discuss the legal aspects of prisoners' rights, including the consequences of related precedent setting U.S. Supreme Court cases.</li> <li>• Describe the major issues that prisons face today.</li> </ul>	<p>Read chapter 14 in your textbook (pages 463-502)</p> <ul style="list-style-type: none"> <li>• Watch the Chapter 14 lecture videos</li> <li>• Complete the week 14 quiz</li> <li>• Participate in Group Exercise 3: Prisoner data and statistics</li> </ul> <p>Post (3X) on the discussion board</p>
14	November 21-24	<p><b>High-technology crimes</b></p> <ul style="list-style-type: none"> <li>• Describe the historical relationship between technological advances and criminal activity.</li> <li>• Describe the current and likely future roles of technology in both crime and in the fight against crime.</li> <li>• Describe the field of criminalistics, including</li> </ul>	<p>Read chapter 18 in your textbook (pages 601-627)</p> <ul style="list-style-type: none"> <li>• Watch the Chapter 18 lecture videos</li> <li>• Complete the week 15 quiz</li> <li>• Post (3X) on the discussion board</li> </ul>

	Dates	Topics	Readings, Assignments, Deadlines
		the contribution of evolving technology.	
15	Dec 1-6	Final exam	Exam 3 Dec. 4th

**TRIGGER WARNING** SOME CONTENTS OF THIS COURSE MAY INVOLVE MEDIA THAT MAY BE TRIGGERING TO SOME STUDENTS. IF NEEDED, PLEASE TAKE CARE OF YOURSELF WHILE INTERACTING WITH THIS MATERIAL (LEAVING THE CLASS TO TAKE A BREAK, DEBRIEFING WITH A FRIEND, CONTACTING A CONFIDENTIAL SEXUAL VIOLENCE ADVOCATE 614-267-7020, OR COUNSELING AND CONSULTATION SERVICES AT 614-292-5766 AND CONTACTING THE INSTRUCTOR IF NEEDED). EXPECTATIONS ARE THAT WE ALL WILL BE RESPECTFUL OF OUR CLASSMATES AND THAT WE WILL CREATE A SAFE SPACE FOR EACH OTHER.

# Sociology 2209: Introduction to Criminal Justice

## Course Overview

### Instructor Information

Lecturer	Office Location & Hours	Office Hours
<b>Mary Lia Reiter</b> reiter.29@osu.edu	102 Townshend Hall (614) 259-PROF (7763)	TBD and by appointment

## Course Description:

The purpose of this course is to introduce students to the agencies responsible for detecting, adjudicating, and sanctioning criminal offenders. Initially, we will examine the historical development of criminal justice and primary types of law. Empirical methods used to measure crime, legal elements of a crime, and criminal defenses will be discussed. The second portion addresses the constitutional limitations placed upon law enforcement. Students will read U.S. Supreme Court decisions and identify legal principles related to basic Constitutional rights provided in the 4th, 5th, 6th, and 14th Amendments. Lastly, we will discuss the formal stages of the system, legal and extra-legal factors that influence proceedings, and the working relationship between members of the courtroom workgroup. We conclude with a look at sentencing strategies, their impact on society, and current problems plaguing the legal system. Throughout the semester we will explore how politics, race, social class, and other factors impact the adjudication of justice. Similarly, we will discuss the impact of policy changes on individuals, the criminal justice system, and society.

## Learning Objectives:

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

1. Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]
2. Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]
3. Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]
4. Understand the constitutional foundations and limits placed upon the system components as they relate to the balance of individual rights versus protection of society. [SBS ELO 2.1 and 2.2]
5. Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]
6. Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

## General Education Information:

This course satisfies the General Education Requirement in the Social Sciences for Foundations. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods and modes of inquiry. Students will also recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes for Foundations are:

**GOAL 1:** Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

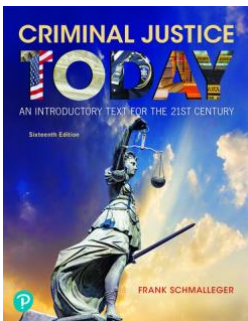
- 1.1 Students are able to explain basic facts, principles, theories and methods of social and behavioral science.
- 1.2 Students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.

**GOAL 2:** Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

- 2.1 Students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
- 2.2 Students are able to evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 Students are able to critically evaluate and responsibly use information from the social and behavioral sciences.

## Course Materials and Technologies

### Required Readings:



#### **Criminal Justice Today, 16th Edition**

Author: Frank Schmalleger:

Pearson Publication

ISBN: 9780135770580 [print]

Book can be purchased via:

- OSU Bookstore: paperback or e-text version
- Direct e-text purchase through Pearson
- Online purchase or rental via Amazon, VitalSource, etc.

Additional required readings will be available in Canvas.

## Grading Summary:

### How your grade is calculated

Assignment	Points Possible	Grading Scale (%)
Homework 1	5	93 – 100 = A
Homework 2	5	90 – 92 = A-
Homework 3	5	87 – 89 = B+
Homework 4	5	83 – 86 = B
Homework 5	5	80 – 82 = B-
Group Exercises (3 @ 3 points)	9	77 – 79 = C+
		73 – 76 = C

<b>Weekly Quizzes (15 @ 12 points)</b>	30	70 – 72 = C-
<b>Exam 1</b>	12	65 – 69 = D+
<b>Exam 2</b>	12	60 – 64 = D
<b>Exam 3</b>	12	59 and below E
<b>Total</b>	100	

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Final grades will be based on the university grading scale.

## Descriptions of major course assignments:

1. **Attendance:** Class attendance is one of the course requirements, and federal financial aid reporting requires that I take attendance daily. Please be sure to sign the attendance sheet each day in class. If you miss the attendance sheet, please see me after class to sign it. Attending class will, I hope, significantly add to your understanding the material. I will talk about things in class that are not in the books. What I've found over the years (and I've analyzed the data) is that poor attendance is significantly ( $p < .05$ ) related to poor performance. If you miss a class, be sure to ask a classmate for a copy of their notes. If you miss two weeks in a row, the University requires that I report those absences and you risk being administratively withdrawn from the class. If an illness prevents you from coming to class for more than a couple sessions, please speak to your advisor as soon as you can.

Please do not come to class sick. If classroom technology allows it, I may be able to simulcast so that you can attend class via Zoom. Please contact me ahead of time so that I can make the necessary arrangements.

Religious Accommodations: Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit [odi.osu.edu/religious-accommodations](http://odi.osu.edu/religious-accommodations).

2. **Weekly Quizzes:** You will complete a short quiz each week in class. These questions are intended to measure how well you are understanding the material presented during that week. Each weekly quiz will build on your previous knowledge and will quiz you on new knowledge. You may use your book and your class notes while completing the quiz, but you will only have 10 minutes in class to do so. There are 15 quizzes worth 2 points each. Together, they account for 30% of your final grade.
3. **Homework:** There will be five homework assignments during the semester. They will consist of a reading and follow up questions which will require you to think through the course materials and concepts and apply them to real life issues/events. The homework assignments will require you to read and consider some complex ideas and to apply the concepts you learn in the class. You may use your book, course notes, and linked web resources to complete these assignments. You may not collaborate with other students. You will have the option of replacing three of your five homework assignments with direct observations and experiential write ups of the police, the courts, and corrections. There are 5 homework assignments worth 5 points each. Together, they account for 25% of your final grade.
4. **Group Exercises:** You will participate in three group exercises in which you will work with other students to achieve a common goal. In one exercise, you will participate in an online mock jury to decide the guilt or innocence of a defendant based on a fact scenario. In another group exercise, you will negotiate a plea bargain. In the third you will work together to evaluate available data on prisoners. There are three group exercises worth a total of 9% of your grade.

5. **Exams:** There will be three exams covering lectures, readings and any other class material. The format of the exams will include multiple choice, matching, fill-in the blank, and short answer/essay. The exams are not cumulative. Therefore, the last exam will not test material covered in the previous exams; however, an understanding of earlier concepts will be necessary to fully understand later topics covered in class. Each exam is worth 12% of your grade for a total of 36%. Exams are in class and are closed book, closed notes. No collaboration or accessing other outside resources is allowed during the exam.

## Instructor Feedback

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**

## Late Work Policy

Please see the course calendar for information on due dates. Most assignments will be **due on Friday** of the week in which they are assigned. There is a two day grace period for late assignments. After that, there is a 20% late penalty per day.

**Exams** must be taken **in person in class** on the scheduled day. If you miss an exam, you will need a documented excuse to take a make-up. Make-up exams are all essay and are significantly more difficult.

I realize that sometimes life happens and deadlines go by without being met. Everyone will have **one free pass** in which I will accept late work with no penalty no questions asked as long as the work is turned in within 7 days from the missed deadline (after that, you will not be able to earn credit for the work). Please inform me that you wish to take advantage of your free pass as soon as you know you will need to miss a deadline, preferably before, but at least within 24 hours of a missed deadline.

Outside of the free pass, a deadline extension will generally require some form of **documentation**. I am flexible with regard to documentation and you do not need to disclose any private information to me. Any extended absences (more than 2 weeks) will require you to go through SLDS for accommodations.

## Other Course Policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.



Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Weather Statement

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas. Please check the announcements for any updates.

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

FOR GRADUATE COURSES: List your department's advising resources here.

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## Accessibility accommodations for students with disabilities

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## Course Schedule

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### Week 1: August 22-25: What is Criminal Justice?

Learning Objective 1: Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]

Learning Objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

This week we will:

- Explore the history of crime in America
- Describe the American criminal justice system (CJS)
- Examine the challenges of multiculturalism and diversity for the American CJS

To do:

- Read chapter 1 in your textbook (pages 2-29)
- Attend the optional lecture or watch the Chapter 1 lecture video
- Complete the week 1 quiz

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## Week 2: August 28 - September 2: The Crime Picture

Learning Objective 6: Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

This week we will:

- Describe the FBI's UCR/NIBRS program and the BJS's NCVS program
- Compare and contrast the two program's data collection and reporting programs

To do:

- Read chapter 2 in your textbook (pages 30-71)
- Attend the optional lecture or watch the Chapter 1 lecture video
- Watch the video "Counting Crime"
- Complete the week 2 quiz
- Complete Homework 1: Crime Statistics

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## Week 3: September 5-9: The Search for Causes

Learning Objective 1: Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]

This week we will:

- Summarize the development of criminological theories of crime
- Explain and describe current and emerging theories of crime

To do:

- Read chapter 3 in your textbook (pages 72-107)
- Attend the optional lecture or watch the Chapter 3 lecture video
- Complete the week 3 quiz

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## Week 4: September 12 - 16: Criminal Law

Learning Objective 2: Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]

This week we will:

- Summarize the purpose, primary sources, and development of law
- Summarize the various categories of law
- Describe the six general categories of crimes and the eight general features of crime
- Compare and contrast the four general categories of accepted criminal defenses

To do:

- Read chapter 4 in your textbook (pages 108-136)
  - Attend the optional lecture or watch the Chapter 4 lecture video
  - Watch the video “Andrea Yates”
  - Complete the week 4 quiz
  - Complete Homework 2: Understanding Laws
- 

## Week 5: September 19-23: Policing: History and Structure

Learning Objective 1: Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]

This week we will:

- Summarize the historical development of policing in America
- Describe the three major levels of public law enforcement in the U.S.
- Describe private protective services in the U.S.

To do:

- Read chapter 5 in your textbook (pages 137-162)
  - Attend the optional lecture or watch the Chapter 5 lecture video
  - Complete the week 5 quiz
  - Start preparing for the first exam
  - **Take Exam 1 – Covering Weeks 1 – 5 on Friday 9/23**
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## Week 6: September 26-30: Policing: Purpose and Organization

Learning Objective 2: Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]

Learning Objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

Learning Objective 6: Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

This week we will:

- Describe the operational strategies of police departments
- Summarize the typical organization of a police department
- Compare the most common policing styles
- Describe ethnic and gender diversity issues in policing, including ways to solve them

To do:

- Read chapter 6 in your textbook (pages 163-194)
  - Attend the optional lecture or watch the Chapter 6 lecture video
  - Complete the week 6 quiz
- 

## Week 7: October 3-7: Policing: Legal Aspects

Learning Objective 4: Understand the constitutional foundations and limits placed upon the system components as they relate to the balance of individual rights versus protection of society. [SBS ELO 2.1 and 2.2]

Learning Objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

This week we will:

- Explain the legal restraints on police power and action
- Describe the circumstances of a legal search and seizure
- Define arrest

To do:

- Read chapter 7 in your textbook (pages 195-238)
- Attend the optional lecture or watch the Chapter 7 lecture video
- Watch the video “Don’t Talk to the Police”
- Complete the week 7 quiz
- Complete Homework 3: Search and seizure (optional alternative assignment: Police Ride-Along with written summary of event).

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## Week 8: October 10-14: Policing Issues and Challenges

Learning Objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

Learning Objective 4: Understand the constitutional foundations and limits placed upon the system components as they relate to the balance of individual rights versus protection of society. [SBS ELO 2.1 and 2.2]

Learning Objective 6: Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

This week we will:

- Describe the police personality and subculture and ways to develop integrity and professionalism
- Describe the dangers, conflicts, and challenges of police work
- Summarize the guidelines for use of force
- Describe racial profiling and biased policing as well as civil and criminal liability of police officers

To do:

- Read chapter 8 in your textbook (pages 239-276)
- Attend the optional lecture or watch the Chapter 8 lecture video
- Complete the week 8 quiz

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## Week 9: October 17-21: The Courts: Structure and Participants

Learning objective 1: Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]

Learning objective 2: Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]

Learning objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

This week we will:

- Summarize the development and structure of American courts and the dual court system
- Identify the typical job titles and duties of courtroom work groups and courtroom outsiders

To do:

- Read chapter 9 in your textbook (pages 278-313)
- Attend the optional lecture or watch the Chapter 9 lecture video

- Complete the week 9 quiz
- Participate in Group Activity 1: Plea Bargaining Negotiation

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## Week 10: October 24-28: Pretrial Activities and the Criminal Trial

Learning objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

This week we will:

- Describe the pretrial steps and activities.
- State the purpose of the criminal trial.
- Describe the criminal trial process.
- Describe three approaches to improving the adjudication process

To do:

- Read chapter 10 in your textbook (pages 314-343)
- Attend the optional lecture or watch the Chapter 10 lecture video
- Complete the week 10 quiz
- Optional alternative assignment – sub for any other homework – Courtroom observation with written summary of experience.
- Start preparing to take the second exam
- **Take Exam 2 – Covering Weeks 6 – 10 on Friday Oct 28**

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## Week 11: October 31 - November 4: Sentencing

Learning objective 2: Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]

Learning objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

Learning objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

This week we will:

- Describe the five goals of contemporary criminal sentencing.
- Define the various sentencing models common in the U.S. including alternative sentences
- Explain the purpose of presentence investigations, presentence investigation reports, and presentencing hearings.
- Describe the history of victims' rights and services, including the growing role of the victim in criminal justice proceedings today.
- List the four traditional sentencing options and arguments for and against capital punishment

To do:

- Read chapter 11 in your textbook (pages 344-388)
  - Attend the optional lecture or watch the Chapter 11 lecture video
  - Complete the week 11 quiz
  - Participate in Group Activity 2: Jury Deliberation
-

## Week 12: November 7-11: Probation, Parole, and Intermediate Sanctions

Learning Objective 2: Understand the basic concepts related to criminal law, procedure, and the inter-play between the police, courts and corrections. [SBS ELO 1.2]

Learning Objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

Learning Objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

This week we will:

- Describe the five goals of contemporary criminal sentencing.
- Define the various sentencing models common in the U.S. including alternative sentences
- Explain the purpose of presentence investigations, presentence investigation reports, and presentencing hearings.
- Describe the history of victims' rights and services, including the growing role of the victim in criminal justice proceedings today.
- List the four traditional sentencing options and arguments for and against capital punishment

To do:

- Read chapter 12 in your textbook (pages 390-418)
  - Attend the optional lecture or watch the Chapter 12 lecture video
  - Complete the week 12 quiz
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## Week 13: November 14-18: Prisons and Jails

Learning Objective 1: Understand the historical development of the criminal justice system and how the evolution was shaped by larger societal factors. [SBS ELO 1.1]

Learning Objective 5: Outline the path of a criminal case from arrest through sanctioning. [SBS ELO 1.1, 2.1, 2.2 and 2.3]

Learning Objective 6: Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

This week we will:

- Describe the history of punishment, concluding with its impact on the modern philosophy of corrections.
- List major milestones in the historical development of prisons.
- Describe the purpose and major characteristics of today's prisons and jails.
- Describe the current and likely future roles of private prisons.

To do:

- Read chapter 13 in your textbook (pages 419-462)
  - Attend the optional lecture or watch the Chapter 13 lecture video
  - Complete the week 13 quiz
  - Complete Homework 4: Prison Privatization (Optional alternative assignment: Jail tour with written summary of experience)
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## Week 14: November 28-December 2: Prison Life

Learning Objective 3: Understand how race, social class and other factors impact processing and treatment in the criminal justice system. [SBS ELO 2.1]

Learning Objective 4: Understand the constitutional foundations and limits placed upon the system components as they relate to the balance of individual rights versus protection of society. [SBS ELO 2.1 and 2.2]

This week we will:

- Describe the realities of prison life and prison subculture from the inmate's and corrections officer's point of view.
- Differentiate between men's and women's prisons.
- Describe the nature of security threat groups and summarize the causes and stages of prison riots.
- Discuss the legal aspects of prisoners' rights, including the consequences of related precedent-setting U.S. Supreme Court cases.
- Describe the major issues that prisons face today.

To do:

- Read chapter 14 in your textbook (pages 463-502)
- Attend the optional lecture or watch the Chapter 14 lecture video
- Complete the week 14 quiz
- Participate in Group Activity 3: Prisoner data and statistics

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## Week 15: November Dec 5-7: High-technology crimes

Learning Objective 6: Be able to analyze and synthesize empirical works and formulate a policy recommendation. [SBS ELO 2.2 and 2.3]

This week we will:

- Describe the historical relationship between technological advances and criminal activity.
- Describe the current and likely future roles of technology in both crime and in the fight against crime.
- Describe the field of criminalistics, including the contribution of evolving technology.

To do:

- Read chapter 18 in your textbook (pages 601-627)
- Attend the optional lecture or watch the Chapter 18 lecture video
- Complete the week 15 quiz
- Complete Homework 5: Criminalistics and Crime Analysis
- Prepare to take the third exam

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## Final Exam Week: December 9 - 15

- **Take Exam 3: Covering weeks 11 – 15 on Thursday, December 15**

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## Trigger Warning

Some contents of this course may involve media that may be triggering to some students. If needed, please take care of yourself while interacting with this material (leaving the class to take a break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates and that we will create a safe space for each other.



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

## Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Dr. Downey,

I have completed and signed off on the preliminary distance learning review for the ***Sociology 2209: Introduction to Criminal Justice*** approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations.

I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- I recommend adding additional details about the rhythm and pacing of this course in the “How this online course works” section of the syllabus. It is unclear in the syllabus what students should anticipate as far as weekly workload for the class. We have found that providing a more detailed description of the types of activities students should expect and the amount of time they should expect to spend on each increases course transparency and communicates student expectation. Additionally, I anticipate that the faculty curriculum committee will have questions about the description of plans for 3 hours per week of direct instruction in this asynchronous course. The syllabus does not mention expected length of lecture videos and the workload estimation section of the Cover Sheet describes only 1.5 hours of direct instruction and 1.5 hours of reading assignments per week, which does not align with the 3 hours of direct instruction and 6 hours of homework required for a full semester 3-credit course.
- I recommend assigning specific days of the week as weekly due dates for quizzes and discussion posts. This will help students anticipate and plan how to effectively manage their time each week to meet the workload expectations for this course. For the quiz, it is a good idea to be specific about the day/time each week the quiz will open and close. For the discussion board assignment, it may be worth considering requiring a first post be finished earlier in the week, to increase the likelihood there will be ample posts available to comment and respond to for the other two posts (otherwise there may be a deluge of posts written immediately before the due date and thus not much student interaction).
- Group exercises are valued at 30% of the total grade for this course but it is unclear how groups will be found/assigned in this asynchronous course. I recommend adding a sentence or two describing the plan for structuring group assignments for an asynchronous format.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.