

**CJ 490: Corrections: Seminar in CJ**  
**Course Syllabus**  
**Spring 2021**

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**Phone:** 808-739-4659  
**Office Hours:** By appointment  
**Class Times:** M/W/F 1430-1450  
**Class Location:** HH 102

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**Course Prerequisites:** Senior, CJ Major, 95 credits

**Course Description:**

Students will complete an array of assignments that integrate contemporary knowledge and understanding of criminal justice agencies/issues with coursework completed in the major. As an integral part of the capstone experience, students will complete an exit assessment instrument.

**Student Learning Outcomes:**

Upon successful completion of this course, the student will:

1. Identify and assess contemporary criminal justice issues and their histories, implications, and goals.
2. Assess the interrelationships between criminal justice policy and implementation.
3. Understand and contextualize contemporary issues affecting the operations and goals of criminal justice agencies.
4. Identify crime trends and the impacts on various criminal justice agency mechanics and assess the social construction of criminal justice/crime issues.
5. Critically research and present materials related to a specific contemporary criminal justice issue.

**Program Learning Outcomes:**

Upon completion of the B.S. undergraduate program in Criminology & Criminal Justice, students will be able to:

1. Describe the interrelated institutions and processes of the criminal justice system, including the basic rights guaranteed to each individual by both state and federal constitutions and laws.
2. Apply theories of crime and criminal justice to explain actual and hypothetical scenarios, behaviors, and trends.
3. Assess social inequities in crime and criminal justice processes by race, social class, gender, region and age.
4. Articulate a working knowledge of qualitative and quantitative research methods by explaining the various social science methods of inquiry and use these to test specific criminological research questions.
5. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

## **Reading Materials:**

All material will be provided in class.

## **Course Approach:**

Teaching strategies will emphasize the development of student learning objectives on page one based upon application of knowledge and skills which may include; lecture, active class participation/discussions, written examinations, research assignments, videos for assessment and discussions, and learning activities in the classroom. I will regularly call on students for input on issues discussed during class, thus it is important to come to class prepared.

## **Course Requirements:**

Students are expected to be present and be prepared for each class session via completion of reading assignments for each class session. Students are expected to be prepared to critically discuss assigned material and participate in all aspects of classroom learning activities. *Participation* in class discussions and projects are essential for understanding and passing this course. The following student activities are required:

- **Interview of a Criminal Justice Professional.** Each student will interview a professional in the criminal justice field. The specific questions to be asked of agency personnel will be discussed and constructed during classroom time. Upon completion of the interview, the student will prepare a summary of responses in a paper. Students will share their interview impressions to the class.
- **Criminal Justice Policy Issue Paper.** Students will prepare a contemporary research paper on a selected criminal justice policy issue and how it relates to criminal justice agencies on both macro- and micro-levels. This 10-page paper focuses on the history and development of the policy, the goals and mission of the policy, agencies and resources required, and an overview of how the policy (and possible change) would impact criminal justice agencies on both the macro- and micro-levels.
- **Survey of CJ Curriculum Content.** Students will go through the CJ courses that they have taken at CUH to date. For each course, they will prepare a summary of content that they have retained along with other various selected items to be discussed later.
- **CJ Resume Assignment.** Students will construct, research, and prepare a resume appropriate for application toward a criminal justice agency position. Proper formatting is required for this assignment.
- **Final Exam/Exit Assessment.** At the end of the course, students will complete an exit assessment. This instrument will ask the students questions from CJ courses that they have taken during their tenure at CUH.
- **Assignments:** You will have several critical thinking exercises to be given throughout the term. These assignments are designed to help students be introspective and to apply class materials to real life. Acceptable files are doc and docx. Canvas does not support the apple pages document so do not submit this format.
  - A rubric is used for grading assignments and will be provided to you in each assignment. It should be noted that the rubric will be used ***ONLY*** to grade the assignment given. You will not receive rubric credit for turning in a paper that has nothing to do with the assignment. For example: if you are given an assignment on police stress and you turn in a paper on how to change the oil in your car - you will

not receive credit for grammar, spelling, etc. You will receive a zero as you did not complete the assignment.

- **Unexcused Absences:** Unexcused absences totaling more than 6 classes will result in lowering of the overall grade by one letter grade. A student who misses 9 classes or more should withdraw on their own or be administratively withdrawn.

**PLEASE NOTE THAT THERE IS NO PLANNED EXTRA CREDIT FOR THIS CLASS.**

### **Grading System:**

| <b>Point Distribution &amp; Scoring System:</b> | <b>% of Final Grade</b> |
|---|-------------------------|
| Writing Assignments                             | 60%                     |
| Interview of CJ Professional                    | 15%                     |
| CJ Resume                                       | 15%                     |
| Policy Issue Paper                              | 5%                      |
| Exit Exam/Assessment                            | 5%                      |
|   | <b>100%</b>             |

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### **Late Policy:**

- Late work is subjected to the following percentage deductions. Since all assignments/discussions are open on the first day of class it is recommended that students work ahead if/when possible if they anticipate a late submission. The **ONLY** exception to this policy is a catastrophic emergency (at my discretion, not the students).
  - 1 day = 10% deduction
  - 2 days = 20% deduction
  - 3 days = 30% deduction
  - 4 days = 40% deduction
  - 5 or more days = no points awarded
- \*\* There are exceptions to this policy. Any group projects or final projects do not apply.**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, essay plagiarism, using unapproved notes/material during quizzes/exams, and assisting others with quizzes/exams.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an “F” grade for the work in question to an “F” for the course to suspension or dismissal from the University.

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
  1. Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
  2. Copying of someone else’s exam or paper.
  3. Allowing someone to turn in your work as his or her own.
  4. Not providing adequate references for cited work.
  5. Copying and pasting large quotes or passages without properly citing them.

**A general note on professionalism.**

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the “real world.”

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and to me in a professional manner.

We must all respect the opinions of one another. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

### **Classroom Etiquette**

**A general note on classroom behavior: Disrespectful, rude, and unprofessional behavior will not be permitted in this classroom. Sleeping, side conversations, text messaging, doing work or studying for another class, repeated tardiness, or other disrespectful behavior is unacceptable. If you present a pattern of problem behavior, you will be asked to leave the classroom.**

- Arrive to class on time and do not plan on leaving early. Don't disappear once class starts.
- Do not engage in side conversations during lectures or discussions. If there are continual disruptions I will ask you to leave the class.
- Don't have a personal conversation with me during class, speak to the class.
- This class is not a study hall, do not treat it as such - do not read newspapers or materials for another class during this class.
- **ALL** electronic equipment (including laptops, cell phones, MP3 players, or other media devices) should be put away during this class. **No phones also means no texting!** If I see you using any of these I will stop the lecture and ask you to put the item away. I will ask you to leave the class upon a second warning.
- Place all backpacks and bags off the tables or desks (many students have used these to camouflage their text messaging or other game usage during class).
- At times we will discuss sensitive issues in class. We will not all agree. Discussion is encouraged and welcome, but disrespect of others' opinions will not be accepted.
- I generally do not mind if you eat in class, I'd rather you eat than be distracted by hunger. However, only quiet and non-smelly food please. Make sure to clean up after yourself.
- If you feel you are unable to stay awake in the class, please quietly get up and leave.
- *No heads down on the desk* – this is a university classroom and deserves professional respect.
- No chewing tobacco or e-cigarettes are allowed in class.

### **Student Expectations Disability Access**

Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The

contact information for the Counseling Center is (808) 735-4845, 739-4603, or by email at [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations. Instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

### **Academic Conduct Policy**

*From the 2018-2019 Undergraduate Academic Catalog (p. 42):*

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

### **Incomplete Grades:**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### **Title IX Statement:**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the

appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Religious Observances:** Students are expected to notify their instructor one week in advance if they intend to miss class to observe a holy day of their religious faith.

MARIANIST EDUCATIONAL VALUES

The five characteristics of a Marianist Education are:

- **Educate for Formation in Faith**
- **Provide an Excellent Education**
  - **Educate in Family Spirit**
- **Educate for Service, Justice, and Peace**
- **Educate for Adaptation to Change**

*Tentative course schedule, subject to change based on course progression.*

| Module | Assignments/Discussions   | SLO/PLO | Due Dates |
|--------|---|---------|-----------|
| 1      | <ul style="list-style-type: none"> <li>● Forensic Science Reform</li> </ul>                                     |         | 1/23      |
| 2      | <ul style="list-style-type: none"> <li>● DWI” Is it Murder?</li> <li>● Policy Issues - Topic Choices</li> </ul> |         | 2/6       |
| 3      | <ul style="list-style-type: none"> <li>● Texting While Driving</li> </ul>                                       |         | 2/13      |
| 4      | <ul style="list-style-type: none"> <li>● Opioids</li> <li>● Opioids and the Government</li> </ul>               |         | 2/27      |
| 5      | <ul style="list-style-type: none"> <li>● A Place for Pedophiles</li> </ul>                                      |         | 3/6       |
| 6      | <ul style="list-style-type: none"> <li>● Killing them Safely</li> </ul>   |         | 3/20      |
| 7      | <ul style="list-style-type: none"> <li>● Zero Tolerance</li> </ul>  |         | 4/10      |
| 8      | <ul style="list-style-type: none"> <li>● Interview of a CJ Professional</li> <li>● CJ Resume</li> </ul>         |         | 4/17      |

|   |   |  |      |
|---|---|--|------|
| 9 | <ul style="list-style-type: none"><li>• Survey of CJ Curriculum</li><li>• Exit Exam/Assessment</li><li>• Final Policy Issue Paper</li></ul> |  | 4/24 |
|---|---|--|------|

NOTE:

It is the discretion of the instructor to follow this schedule strictly or with the autonomy of spending more time on relevant topical areas. Chapters may also be covered out of order if there are extenuating circumstances. Students are responsible for assigned chapters in the text, outside reading assignments, and relevant topics discussed.