**Criminal Justice I**

**COURSE SYLLABUS**

**COURSE TITLE:**  Criminal Justice I

**INSTRUCTOR:**  Daniel Rickman

 Cumberland County High School

 660 Stanley Street

 Crossville, TN 38555

 865-245-9099

 (CCHS Office) 931-484-6194

 drickman@ccschools.k12tn.net

**COURSE DESCRIPTION**

***Criminal Justice I*** is the first level of study of criminal justice careers, prepares students for work-related knowledge and skills for advancement into the second level of criminal justice careers. Course content focuses on areas comprised of planning, managing, and providing judicial, legal, and protective services. The course is an overview of the legal justice system and builds a better understanding of the development of laws on state, federal, and international levels. New technology and career opportunities in criminal justice are an integral part of the course content. Based on the content of the course, the student will test for certification in Cardiopulmonary Resuscitation (CPR).

**COURSE REQUIREMENTS:**

This course is designed to introduce students to the Criminal Justice profession. Each student is expected to do his/her own work (with exception of group projects) and to follow all instructions in the class. The course will offer field trip experiences which include shooting paintball or airsoft pistols, and a trip to the courthouse and jail.

Each student is expected to bring in proper materials to class to include a pen or pencil and notebook paper. ***You are responsible for your own supplies (paper and pencil/pen). I will sometimes have scrap paper in the “scrap paper pile” but do not always rely on this.***

**GRADING AND EVALUATION PROCEDURES:**

 **Assignments** **Possible Points**

 Bell Ringers 100 points each

 Test/Exams 100 points each

 Quizzes 100 points each

Term Paper 100 points each

 Group Project 100 points each

**GRADE DETERMINATION:**

93% - 100% = A

85% - 92% =B

75% - 84% = C

70% - 74% = D

Below 70% = F

**COURSE OBJECTIVES (STATE STANDARDS):**

1. Define communication and explain the differences in verbal and non-verbal communication.
2. Describe the specific skills required of law enforcement officials in order to effectively communicate with all individuals, including those with limited English proficiency, demonstrating sensitivity to cultural differences and other potential barriers to communication.
3. Research and explain the protocols for handling a call received by a 911 dispatcher or police call center.
4. Compare and contrast communication methods among fire service personnel, emergency service responders, and law enforcement at a simulated emergency scene.
5. Research the Communications Assistance for Law Enforcement Act (CALEA) and debate in an argumentative essay or oral presentation how public and private communications have been affected by increased surveillance activities.
6. Articulate important historical events and milestones impacting the evolution of the current law enforcement services systems in the United States.
7. Gather information from emails or interviews with local law enforcement personnel, news media, and online and print law enforcement journals to investigate the range of technologies currently used in law enforcement, such as geospatial and crime mapping, body armor, forensics, officer safety and protective technologies, and sensors and surveillance technologies. Summarize how each of these technologies is being used as well as the challenges and limitations of each.
8. Research the impact that social media (such as Facebook, Twitter, and YouTube) has on law enforcement with an emphasis on the following areas: potential hazards for an officer, “police baiting,” crime prevention, and criminal investigation.
9. Differentiate between and provide examples of statutory law, administrative law, and the elements of an offense.
10. Analyze selected laws and rules listed in the Tennessee Code Annotated. Compare a law and/or rule with similar ones from other states.
11. Analyze transcripts of court cases; identify and explain the roles of the participants at each stage of the trial process, including the defendant’s first appearance in court, arraignment, preliminary hearing, grand jury proceedings, motions by lawyers, jury selection, presentation of evidence, and opening and closing remarks.
12. Develop an organizational chart of all personnel within the court system required to conduct a criminal trial and a civil trial.
13. Explain the similarities, differences, and interactions among local, county, state, and federal courts systems.
14. Describe the elements necessary to conduct a lawful arrest and explain the circumstances that justify arresting an individual without an arrest warrant.
15. Differentiate between reasonable suspicion and probable cause; describe the factors used in determining probable cause.
16. Explain what is required for a law enforcement officer to conduct a search; compare and contrast situations in which searches without a warrant are permissible.
17. Explore the constitutional rights provided to the accused by the Fifth and Sixth Amendments; discuss in groups fact-based scenarios in which an accused person’s constitutional rights were violated, including situations involving juveniles, mentally incompetent individuals, and other vulnerable or non-traditional populations.
18. Define the term professionalism and how it relates to law enforcement personnel. Include in the definition the importance of traits such as integrity, intellect, industry, initiative, and impact and how professionalism is measured.
19. Research news media, professional print and online sources, such as the Federal Bureau of Investigation (FBI) website, for articles surrounding the public image of law enforcement.
20. Debate the logic surrounding the following statement on law enforcement professionalism from the Building Trust between the Police and the Citizens They Serve guide, produced by the International Association of Chiefs of Police: “Crime can be reduced when community trust in law enforcement increases. That can be affected by the manner in which law enforcement professionals treat their citizens.
21. Successfully perform American Red Cross or American Heart Association Adult, Child, and Infant Basic Life Support and first aid skills.
22. Conduct a short research project using public crime statistics at the local, city, or county level.
23. Using the U.S. Department of Justice Drug Enforcement Administration guide and other professional law enforcement databases, research and develop a handbook that might be used by law enforcement on illegal substances.
24. Describe the components of a police incident report and explain how it is used as a legal document.
25. Describe tactics and tools used by police during a criminal investigation (e.g., interrogations, witness interviews, line-ups, collection of physical and DNA evidence, document research, polygraph examinations).

**Discipline:**

Students are expected to adhere to the rules and policies of the school. Also, students will behave according to the “**CLASSROOM RULES**.”

**CONSEQUENCES:**

Violation of the rules can result in disciplinary actions. See the following;

* Verbal Warning
* Teacher/Student Conference
* In Class Discipline
* Parent Phone Call
* Disciplinary Referral to the Office

**CLASSROOM RULES:**

1. Be respectful to yourself, others and any teacher (do not say anything disrespectful to anyone, do not curse, and do not use obscene gestures).
	1. There are words you will never use in my classroom. You know what they are. If I hear them you will be written up. There are no warnings for this offense.
2. When the last bell rings be in your seat. Anyone out of their seat will get a tardy.
	1. Do not get out of your seat during class unless you are given permission (or you have an emergency; sick).
3. If during class time you need to go somewhere you will fill out your own handbook for me to sign with the time and date.
4. No student may leave the classroom during testing. During **Mid-Terms and Finals** students may not leave the classroom until the end of the class period. There may be other times you are not allowed to leave (unless in case of an emergency).
5. **NO HORSEPLAY**. Due to the police and corrections equipment used in this class, horseplay can lead to a student getting hurt. If you are caught horseplaying with any equipment you will never be allowed to use any of the Criminal Justice equipment again.
6. No **cell phones** or **electric devices** are allowed. Keep these items in your bag, purse, or pocket. If I have to take it up you are going to enjoy two days in ISS.
7. There is no **food or drinks** allowed in my classroom if you can’t follow this rule: Clean up your mess. It is not my job or the janitorial staff to do it for you.
8. Come to class prepared (bring your paper, pencil, and notebook).

**Project List:**

* Cybersafety Poster
* Cybersafety PSA Script
* Law Enforcement Emerging Technologies Presentation
* Penal Code Project
* Prison Design Project

**Attendance/Make-Up Work Policy:**

Attendance is an important part of Criminal Justice Class. Students have three days upon return to turn in Make-Up work. Most of the classroom assignments (Bell Ringers, Exit Tickets, etc) will be listed daily on the Criminal Justice Google Calendar (<http://tinyurl.com/cj1-calendar>).

**Classroom Websites**

http://tinyurl.com/cchs-criminaljustice
http://tinyurl.com/cj1-calendar
www.facebook.com/cchsCriminalJustice

**Criminal Justice in the News**

Any Articles Criminal Justice Related will be since to:

cchs.cj.class@gmail.com

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**PERSONAL STATEMENT FROM THE INSTRUCTOR:**

Hello, it is my honor to welcome you and your child to the criminal justice program. It is my goal to teach some very important themes and concepts in the criminal justice field, while at the same time making the course fun and exciting. Your son/daughter either may or may not at this time be planning to enter the field of criminal justice. However, I strive to do my best to encourage all my students to excel and work toward whatever career field that they are interested in. I believe that criminal justice has disciplines involved in the course that can benefit all students, no matter what profession they may be working towards. Finally, I want to take this time to extend an open invitation to you to call me or e-mail with any concerns or questions that you may have. I am looking forward to working with you this semester. Thanks and Welcome!

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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