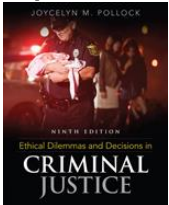


University of North Texas at Dallas
Fall 2016
SYLLABUS

CJUS 3700-001 Ethical Issues in Criminal Justice		
Department of	Criminal Justice	School of Liberal Arts and Sciences
Instructor Name:	Paul D. Reynolds, PhD	
Office Location:	TBD	
Office Phone:	TBD	
Email Address:	Paul.Reynolds@untdallas.edu	
Office Hours:	Tuesday & Thursdays 10am-12pm, Wednesday 4-6pm	
Virtual Office Hours:	N/A	
Classroom Location:	Founders Hall 101	
Class Meeting Days & Times:	Wednesday 7pm - 9:50pm	
Course Catalog Description:	A study of ethical issues facing the criminal justice system. Problems confronting police, the courts and the juvenile and correctional systems are addressed. (3hr).	
Prerequisites:	CJUS 2100 or equivalent.	
Required Text:	 <p>Pollock, Joycelyn M., (2014). Ethical Dilemmas and Decisions in Criminal Justice. 9th ed. Pearson. ISBN: 978-1-305-57737-</p>	
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com	
Course Goals or Overview: The goals of this course are as follows:		
	<ol style="list-style-type: none"> 1. What is ethics? 2. Where do ethics come from? 3. Are they permanent or changeable? 4. What are the ethical systems? 5. What does it mean to tell a lie? 6. Are there "good lies"? 7. What is police subculture & how is it learned? 8. What is "noble cause"? 9. What ethical issues do the courts face? 10. What ethical issues do correctional officers face? 11. What is whistle blowing? 12. Controversial issues and the effects of ethics, morals, and values in these areas. 13. Express beliefs academically. 	
Learning Objectives/Outcomes: At the end of this course, students will be able to:		
1	Define important ethical terms and ethical systems and apply them to the field of criminal justice.	

2	Be able to differentiate between ethical issues and ethical dilemmas.
3	Demonstrate the ability to critically analyze ethical dilemmas.
4	Demonstrate the ability to apply the deontological, teleological and other ethical systems to real-life situations.
5	Critically analyze ethical dilemmas that criminal justice professionals face due to their power of discretion.
6	Discuss relevant issues related to police subculture, attorney-client privilege, ethics for correctional personnel, and community corrections.
7	Be able to engage in critical discourse of ethical systems and criminal justice topics through the analysis of ethical dilemmas.
8	Learn to evaluate and value the different ideas, perspectives, cultures and viewpoints.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Class Schedule	Topics	Activities
Aug 24	Introduction/Syllabus	Introduction to course & Syllabus <i>Read Pollock CH. 1</i>
Aug 31	Ethical Dilemmas. Morality, Ethics & Human Behavior: An introduction	Quiz 1 Lecture & Class Activities <i>Read Pollock CH. 2</i>
Sep 07	Different schools of ethics. Teleological & deontological thought	Quiz 2 Lecture & Class Activities <i>Read Pollock CH. 3</i>
Sep 14	Justice, the law, and the role of society. Corrective and restorative justice.	Quiz 3 Lecture & Class Activities <i>Read Pollock CH. 4</i>
Sep 21	Becoming an ethical professional. Theories of moral development: biological factors, learning theory.	Quiz 4 Lecture & Class Activities <i>Read Pollock CH. 5</i>
Sep 28	The police role in society: Crime fighter or public servant. Power and discretion.	Quiz 5 Lecture & Class Activities <i>Read Pollock CH. 6</i>
Oct 05	Police discretion and dilemmas, use of force, discretion.	Quiz 6 Lecture & Class Activities <i>Read Pollock CH. 7</i>
Oct 12	Police corruption and responses.	Quiz 7 Lecture & Class Activities <i>Read Pollock CH. 8</i>
Oct 18	Law and legal professionals. Justifications for law, paradigms of law.	Quiz 8 Lecture & Class Activities <i>Read Pollock CH. 9</i>
Oct 26	Discretion and dilemmas in the legal profession: defense attorneys, prosecutors, judges	Quiz 9 Lecture & Class Activities <i>Read Pollock CH. 10</i>
Nov 02	Ethical misconduct in the courts and responses: defense attorneys, prosecutors, judges.	Quiz 10 Lecture & Class Activities <i>Read Pollock CH. 11</i>
Nov 03	Ethics of punishment and corrections; rationales for punishment; retribution & prevention	Quiz 11 Lecture & Class Activities <i>Read Pollock CH. 12</i>
Nov 16	Discretion and dilemmas in corrections: use of force, treatment staff	Quiz 12 Lecture & Class Activities <i>Read Pollock CH. 13</i>
Nov 23	No CLASS (Research and Writing Day)	

Nov 29	Correctional professionals: Misconduct and responses. Corruption, explanations of deviance, & responses.	Quiz 13 Lecture & Class Activities <i>Read Pollock CH. 2</i>
Dec 7	Current Ethical Dilemmas (student project presentation day)	<i>Student presentations</i> Ethical Paper due by class, Dec 7
Dec 14	FINAL EXAM	730- 930 PM, DEC 14(respectively)

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Final Exam – *written tests administered in class to measure cumulative knowledge and application of presented course module material.*

Quizzes - *written quizzes will be administered to measure knowledge and application of the week's required readings*

Class Participation – *Daily attendance and participation in class discussion and activities, including in-class exercises and homework assignments*

Ethics Paper – *written assignment designed integrate course concepts in and test the student's ability to critically analyze said material.*

Final Research Proposal Grading Rubric	(40 -50pts) Exceptional	(39- 30pts) Effective	(29-20pts) Acceptable	(19- 01pts) Minimal
Background	The student provides an excellent background to their research, clearly setting it in context. The student clearly establishes the rationale for their research (i.e., how their research will be an original contribution that will add to the research/evidence base and inform policy/practice). Research questions and/or hypotheses are clearly stated, and these clearly follow from theory and/or previous research. The student has chosen an appropriate theoretical framework for their research.	The student provides a good background to their research, setting it in context fairly adequately. The student provides a rationale for their research, but this is not as strong/convincing as it could be. The student clearly states their research questions and/or hypotheses, but it is not fully clear how these follow from theory and/or previous research.	The student provides some background to their research project, but more information is needed to set it into context. The student does not adequately explain how their research fits with the existing evidence base and/or theory and/or fails to highlight the social importance of the topic (i.e., no clear rationale has been provided). The research questions and/or hypotheses are adequate and logically follow from the background information.	The student provides limited to background to their research project. The student does not adequately explain how their research fits with the existing evidence base and/or theory and/or fails to highlight the social importance of the topic (i.e., no clear rationale has been provided). The research questions and/or hypotheses are not clearly stated AND/OR they do not logically follow from the background information.
Organization of facts & details supporting thesis	Paper is well organized and flows easily for the reader. Statements are fully supported. All facts and details supports the thesis. Reference used strategically and effectively.	Paper is organized. It reveals facts & details from research. Most information supports the thesis. Reference used efficiently.	Some organization issues. Several points are redundant. Not all statements support the thesis. Minor use of sources or not effectively used.	Writing is aimless and disorganized. Statements do not support the thesis. References are old are not relevant to the topic.
Interpreting, Analyzing, & Critical Thinking	Author has a distinct and original voice. Author demonstrates commanding subject knowledge. Author strongly demonstrates critical thinking.	Writing mostly sounds distinct. Some personal connections made to the topic. Paper reflects research information reported in author's writing style.	Writing is bland and mechanical. Very limited original thoughts or critical thinking applied. There is little attempt to make personal connections.	Several portions of the paper sounds as if the researcher is regurgitating other peoples' words. Not providing original insights.

Conventions & APA format	Author used correct APA format and paragraph form-grammar, capitals, and punctuation. There is evidence of concise proof reading.	Author made very few errors. Author used correct APA format and paragraph form-grammar, capitals, and punctuation. There is evidence of some proof reading.	Several APA and Grammatical errors distracted the reader. Lack of proof reading apparent.	Author made many writing and APA format errors. The number of errors suggests no proof reading.
References	References is impeccably written and follows APA format. Author had 10 or more credible sources. It looks professional	Very minor errors. Author followed the handout and had 10 or more sources. It looks professional	Reference is ok. Several errors or did not follow all the source requirements for paper.	Major APA format issues. The author did not reference all materials.

Presentation- Oral in class presentation on a contemporary ethical issue relating to criminal justice topic.

Police Presentation Grading Rubric	Exceptional	Effective	Acceptable	Minimal
Overall Quality	5pt	4pt	3pt	2pt
Relevance to Classroom concepts	5pt	4pt	3pt	2pt
Knowledge of Topic	5pt	4pt	3pt	2pt
Communication/Public Speaking	5pt	4pt	3pt	2pt

Grading Matrix:

Activities/Assignments	Value (points)
Quizzes (13 quizzes @ 20pts each; lowest 2 scores dropped)	200
Final Exam	100
Ethics Paper	50
Presentation Project	20
Class participation, assignments, and homework	30
Total:	400 pts

Grade Determination

A = 90% or better (360 pts or better)

B = 80 – 89 % (320-359 pts)

C = 70 – 79 % (280- 319 pts)

D = 60 – 69 % (240-279 pts)

F = less than 60% (239 pts or less)

No discussion about grades/points will be done through the internet or with anyone other than the student (FERPA law). Please make an appointment and I will happily discuss them or other concerns.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and

must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Course Participation: I expect every student to read the assigned material and to be prepared to discuss the material in an informed and respectful manner. You are required to read/watch the news daily. You are encouraged to bring relevant articles to class and to share your thoughts and opinions on those articles. You may get articles from any legitimate news source (i.e. Local new papers, FOX, New York Times, MSNBC, etc...). We will be using current events to explore aspects of contemporary policing. Class participation will be evaluated on the basis of regular attendance and participation in class discussion and activities. Class activities may include in-class exercises and homework assignments. Instructions for these activities will be presented in class. Each of these activities will contribute to the overall class participation grade. Participation is worth 30 points toward your final grade.

Ethics Paper. You will be asked to write one 5-6 page (not including title page and references) paper critically analyzing an ethical dilemma relating to policing, corrections, or court system (e.g. privatization of correctional facilities) by applying at least 10 ethical systems or concepts learned in class. **The assignment is due on or before December 7. Please use APA citation for sources as needed.** Paper is worth 50 points (see rubric).

Contemporary Ethical Issue presentation. You will be required to prepare 3-5 minute oral presentation on the topic of your ethics paper. The presentation should include a statement of the ethical problem, background information, you must address the issue from at least three different ethical systems (e.g., virtue theory, ethics of care, deontological, or teleological perspective). **Be creative and have fun. The presentation is worth 20 points (see rubric).**

Exam/Quiz policy. There will be a quiz every week, except designated test days. There will be total of 13 quizzes (10 points each) at the beginning of class. Quizzes will be over the assigned readings for that week's discussion. **The lowest three will be dropped for total of 100 points.** There will a cumulative final Exam (100 points) on DEC 14 from 730-930pm. Both quizzes and exams may consist of multiple choice, true-false, fill-in-the-blank, short answer, and essay questions and will be taken and graded in class. Questions will come from assigned readings, lecture, and learning activities.

Late Policy:

No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Classroom Policies

Classroom Rules:

- BE RESPECTFUL of others when they are speaking.
- Laptop computers are allowed for taking notes or classroom assignments. Any other non-academic use of a laptop by a student may result in the prohibition of that student's use of a laptop computer during class.
- Cell phones must be set to silent or turned off during class and be out of sight.
- If you are to arrive late to class, please take the nearest seat available as you enter the class, so as to not disrupt others.
- If you must leave class early, please let me know before class begins.
- Please do not eat food during class.
- If you are disruptive, I reserve the right to dismiss you from the remainder of that class

.Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Inclement Weather and Online Classes:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.