

CRJ 1010 – INTRODUCTION TO CRIMINAL JUSTICE (ONLINE) (3 credit hours; Fall, 2021)

AUSTIN PEAY STATE UNIVERSITY – DEPARTMENT OF CRIMINAL JUSTICE

Instructor: Frank Ferdik, Ph.D.

Office Hours: MTWTH 8:00 AM to 11:00 AM, and by appointment

Office Location: Clement Building, Room 109

Office Phone: 931.221.7524

E-mail: ferdikf@apsu.edu (best mode of contact, and I will answer within a 24 hour timeframe, including over weekends and holidays)

Class Meeting Time: Online between August 23, 2021 and December 10, 2021 (W1)

Supplemental Statement Regarding Covid-19 and Office Hours:

Throughout the semester, I will maintain the above noted office hours, but occasionally timing conflicts may arise. As a result, if you anticipate stopping by during the posted hours, please if possible, email me in advance so that I can ensure we have a meeting during these scheduled hours. Also, if these posted hours conflict with your schedule in anyway and you prefer meeting at an alternate time, please let me know in advance and I will make every effort to accommodate this request. During the posted hours, and to protect the safety of all, if you prefer to meet virtually, please inform me of this so that arrangements on either Skype or Zoom can be made.

As of August, 2021, Austin Peay State University is operating at Normal risk level. Therefore, students, faculty, and staff are not required to wear masks on campus, and social distancing is not required. However, Austin Peay State University, in accordance with CDC guidelines, strongly encourages unvaccinated members of the university community to wear a mask. Vaccination is also strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

If a student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student *must* submit the [COVID-19 Self-Reporting Form](#). Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

AUSTIN PEAY STATE UNIVERSITY COURSE CATALOG DESCRIPTION:

This course is a basic study of all components of the criminal justice system in the United States. Topics include concepts of law and crime; the criminal justice process; overview of criminal justice agencies; current criminal justice issues, and interactions and conflicts between criminal justice agencies.

COURSE OVERVIEW:

Introduction to criminal justice offers a detailed survey of how the American legal system functions. Systems of law have wide-reaching influence over the daily lives of people since they govern nearly every aspect of our behavior. From where we are permitted to cross the street, to even how loud we may be when in public, practically every action of ours falls under control of the law. It therefore becomes paramount to critically analyze how our criminal justice system is structured. To this end, we will study in-depth the three main elements of the American justice system: police, courts and corrections. We will specifically review their respective histories, current operational configurations, and brainstorm what we believe the future will hold for our current system of justice. Additional topics of study will include theories of criminal behavior, crime measurement strategies, and differences between adult and juvenile case system processing. Various assignments will be administered throughout the semester to ensure your retention of class content. It is hoped that by the conclusion of the semester, you will have developed newfound understandings of, and appreciations for, the intricacies of our legal system.

PREREQUISITES/CO-REQUISITIES:

Neither co, nor prerequisites are required for CRJ-1010: Introduction to Criminal Justice.

REQUIRED READING MATERIALS:

A number of different reading materials will be assigned over the course of the semester in order to comprehensively cover all class topics. The first of which is the assigned textbook that may be purchased through the bookstore, among other distributors, while the remaining include published and peer-reviewed journal articles, as well as ancillary information the instructor will provide free of charge. APA style citations to all reading material are provided below.

***Additional reading assignments may be posted to D2L as the semester progresses.

***As a note, should you need any financial assistance with the purchasing of the required textbook, please contact as soon as possible in order for some type of arrangement to be made.

REQUIRED TEXTBOOK:

Peak, K.J., & Madensen-Harold, T.D. (2021). *Introduction to criminal justice: Practice and process*. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).

SUPPLEMENTARY READING MATERIAL:

Ferdik, F., Rojek, J., & Alpert, G. (2013). *Citizen oversight of the police in the United States and Canada: An Overview*. *Police Practice and Research*, <http://dx.doi.org/10.1080/15614263.2013.767089>.

Ferdik, F., Kaminski, R.J., Cooney, M., & Sevigny, E. (2014). The influence of agency policies on conducted energy device use and police use of lethal force. *Police Quarterly*, Vol. 17, pp. 328-358.

Ferdik, F., Smith, H.P., & Applegate, B. (2014). The role of emotional dissonance and job desirability in predicting correctional officer turnover intentions. *Criminal Justice Studies*, <http://dx.doi.org/10.1080/1478601X.2014.938741>.

Simon, W. H. (1992). The ethics of criminal defense. *Michigan Law Review*, 91, 1703-1728.

Uviller, H.R. (2000). Ethics in criminal advocacy, symposium, the neutral prosecutor: The obligation of dispassion in a passionate pursuit. *Fordham Law Review*, Vol. 68, pp. 1695-1718.

STUDENT LEARNING OUTCOMES:

Successful course completion should enable students to:

- Differentiate the crime control and due process models of justice system operations
- Compare and contrast theories of criminal behavior
- Explain what the inherent components of the American criminal justice system are
- Describe the professional responsibilities of justice system practitioners
- Forecast the future of the American system of justice

GENERAL EDUCATION GOALS:

In addition to the above outcomes/objectives, the more general goals of this course are to provide the student with the following tools to enhance his or her potential:

1. Development of the student's analytical thinking capabilities through comparison and contrast in the application of theories and concepts to social problems
2. Enhancement of the student's literacy skills through assigned readings, discussions, examinations, and other requirements
3. Utilization of the historical perspective which helps with student understanding of developments over time
4. Understanding of the scientific method through research requirements and in-depth case studies
5. Improvement in social interaction skills and understanding human behavior through consideration of the impact legal and social systems have on individuals
6. Increased student awareness of cultural and multi-cultural issues through study of

how social problems and social movements are related to, and affect, minority groups

7. Preparation for more advanced study in criminal justice

METHOD OF PRESENTATION:

Serving as an undergraduate-level seminar, a significant degree of participation and feedback from students on topics of discussion will be solicited throughout the semester. It is through dialogue, shared wisdom, and the exchanging of ideas that we grow intellectually. Every person holds unique value and insight concerning subject matters, and this class will ask that you each share your viewpoints on topics, critically analyze them, respect others' opinions, and learn from these experiences. As such, and being that this class is administered completely online, students are expected to maintain active participation in online forums by routinely monitoring email accounts, logging into our D2L course shell regularly, responding to discussion boards, submitting assignments, and staying updated on course announcements. Ancillary learning materials such as multimedia presentations, power point slides, and additional reading assignments will also be used to supplement textbook information. Overall, the course is structured in weekly module formats that can be found within the CRJ-1010 D2L course shell. Separate icons entitled 'Introduction', 'Lesson Topics', 'Assignments', and 'Summary' will be uploaded into each respective module informing you of that week's reading materials, and assignments. All the information you need to complete coursework and be successful in the class can be found in these links, and throughout the course shell.

TECHNOLOGY REQUIREMENTS:

Below is a compilation of the different multimedia and software programs necessary to fully access all course components, and complete graded assignments.

- Access to Microsoft Office, particularly Word and Power Point for composing written assignments
- Acrobat Reader to access PDF documents
- Reliable Internet service in order to log into the course shell on D2L, complete and submit assignments, monitor email accounts, and access supplementary reading materials, along with any other online-based coursework.

***Please see the [Technology for Digital Learning](#) webpage for more information.

COURSE REQUIREMENTS:

Different methods of assessment will be administered throughout the semester to ensure your retention of class content. First, there will be a total of 3 discussion boards posted to our course shell in the D2L website at different stages of the academic term. Second, both a mid-term and final examination will be administered. Specific dates for both are provided below. Third, a final paper will also be assigned in which you will select a topic, and draft a 3 to 4 page literature synthesis of it, all the while arguing a perspective on the matter. Finally, you will be required to create a narrated power point presentation on the seminal findings from your final research paper. Detailed grading rubrics, and instructions for how to successfully compete both the paper and online presentation will be provided at the outset of class. Please read below for more information on each of these assessments.

Discussion Boards-

A total of 3 discussion boards, each valued at 5 percent of your total grade, will be assigned over the course of the semester. For each one, you will be asked to draft responses between 200 and 300 words, while also submitting replies to at least one (1) of your classmates. All discussion board forums can be found on-line in our class module in the D2L website, and will be available for a 48 hour period between Wednesday at 4:00 PM (16:00 hours-central) and Friday at 4:00 PM (16:00 hours-central) of the weeks when discussion boards are assigned. A detailed rubric reviewing discussion board grading expectations will be uploaded to our D2L course shell on the first week of class. Each discussion board will cover a topic recently reviewed, and will ask you to analytically appraise the topic, as well as articulate a point of view.

Exams-

Completely online examinations will consist of both a mid-term (administered Wednesday October 6, 2021), and a final (scheduled for Wednesday December 8, 2021). Each will contain a combination of multiple choice, true-false, matching, and essay questions. All questions will be drawn from both reading assignments and online material; therefore, it is important that the student read each assigned section and maintain an active virtual presence. There will be a total of 21 questions on each exam, with one essay valued at 40 points, while all remaining questions each will be valued at 3 points to produce the remaining 60. Exams will be accompanied by study guides that will be posted to our course shell. Within the 'Chats' icon of the course shell, the instructor will create an online study guide review chat room where you may log in and post questions you have about the study guide, similar to an in-class study guide review session. I will answer all questions, and guide you towards a deeper understanding of test material. Transcripts of the chat rooms will be emailed to your APSU accounts so that students who cannot attend the sessions live will still receive the review material. Please see below for how much each examination contributes towards the calculation of your final, course grade, as well as when the review sessions will be scheduled.

***Barring an extreme medical emergency, for which a doctor's note will be required, there will be **no make-up examinations**. Even given an extreme medical emergency, you must contact me as soon as possible so that proper accommodations can be made.

Research Paper/Online Presentation-

A final research paper due Monday November 22, 2021 will additionally be assigned as part of your graded material, and must be submitted electronically in our course shell in the appropriate dropbox folder. As with other course content, a list of paper topics will be uploaded to our D2L course shell during the first week of class, providing you the remainder of the semester to draft your individual reports. As a side note concerning paper topics, you are free to choose an alternate one so long as it is approved by the instructor a minimum of two weeks ahead of the paper due date. Topics will relate to introduction to criminal justice issues broadly, and require you to collect and synthesize extant, empirical research on your selected topic, as well as articulate a viewpoint regarding the research you accumulate. Papers are to be a minimum of 3 and a maximum of 4 pages of content-based text you drafted, meaning cover, references and other ancillary pages will not contribute towards the final page count. This will be your opportunity to demonstrate written communication abilities that are central to success both within and outside academic settings.

In addition to the final research paper, you will be asked to create a narrated power point presentation that overviews the seminal findings of your paper. For each section, such as the introduction, thesis/main argument, and conclusion, create a separate power point slide that bullet points the main themes. Then, briefly narrate over top of the slide what is contained within it. Power point presentations should not exceed approximately 6 slides, including one for a cover page, along with slides for the introduction, thesis/main argument, conclusion, and finally, references. Your presentations should not exceed approximately 5 minutes in length, and will afford you an opportunity to practice public delivery of information, though in a digital format. As mentioned, detailed grading rubrics and instructions on how to successfully compose your papers and presentations will be uploaded to our D2L course shell beginning the first week of class.

Policy on Late Submissions of all Coursework:

It is entirely understood that at times circumstances may arise preventing you from submitting work by the assigned due date. If you can anticipate beforehand being tardy with work, all I ask is that you please contact me as soon as possible so that proper accommodations can be made. If, however, unexpected situations present themselves, please do your best to contact me as soon as you can to inform me of your circumstance so that we may discuss options for you to still submit the work and receive credit. The bottom line here is that you should please do your best to inform me about the possibility of late submissions so that we can discuss options.

Grading breakdown:

Discussion Boards (3, each valued at 5 percent)	15%
Mid-Term Examination	20%
Final Examination	20%
Research Paper	30%
Online Presentation	15%
<hr/> Total	<hr/> 100%

Grading Scale (based on percent)

A	100 to 90
B	89.9 to 80
C	79.9 to 70.0
D	69.9 to 60.0
F	59.9 or less

INSTRUCTOR GRADING AND RESPONSE FEEDBACK TIME:

For all assignments, **please allow at least one week** for grading time beginning from the due date. This includes discussion boards, both examinations, as well as the final paper. Because I evaluate thoroughly all of your work, I want to ensure I am providing the most helpful feedback possible, and sometimes this takes time. As a result, please be patient in awaiting results on your graded submissions.

*****As a side note regarding grading, this class will contain only two extra credit opportunities. That will include a 5-point extra credit quiz administered during the first week of class that assesses your retention of introductory course material, particularly that deriving from the syllabus. A 5-point introductory discussion board forum in which you are to virtually introduce yourself to the class and respond to posts from other students will comprise the final 5-point extra credit opportunity for this class. For all other assignments, please keep in mind that unless there are irregularities or mistakes in the assessment of your work, all grades are final.**

COURSE EXPECTATIONS AND POLICIES:

Students are expected to:

- Sign in to the online course space a minimum of three days per week to actively and substantially participate in the discussion forums and to complete required online course activities.
- Be prepared for active participation by keeping up with the homework, activities, and reading assignments.

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- Read all of the required posted online materials, including all discussion forum posts for the required forums.
- Complete the assignments by the posted due dates.
- Stay alert to any changes to course scheduling or outlines
- Promptly communicate technical and other course issues or problems to the instructor.
- Adhere to all of the guidelines regarding academic honesty which can be found among other institutional policies in the [APSU Student Handbook](#).

THE INSTRUCTOR CAN BE EXPECTED TO:

- Reply to student emails within 24 hours, including weekends and holidays.
- Give timely and thorough feedback on all assignments and assessments. In this course, feedback will be provided within 7 days of assignment/assessment submission.
- Post weekly announcements at the beginning of each module to update the class on progress and upcoming assignments/assessments.
- Set the tone of the course and lead the process of building a learning community.

COMMUNICATION POLICY:

Weekly announcements will be made through D2L on the “Announcements” page, or via email. These announcements are intended to apprise you of upcoming weekly lecture topic points, important due dates, and other relevant class-based information. Please be sure to check your APSU email and D2L on a regular, if not daily, basis. If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu.

Additional class communication will primarily be through D2L, discussion forums, and email. The best way to contact me directly is via email at ferdikf@apsu.edu. If needed, Zoom video conferences, phone calls, or office visits can be scheduled as well.

STUDENTS WITH DISABILITIES:

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, communicate with me and Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged. For more information, please visit the [APSU Disability Services](#) website.

ACADEMIC HONESTY AND INTEGRITY:

“Austin Peay State University strives to promote values and attitudes that are reflective of solid academic character and integrity.” All students are expected to complete their own work and conduct research and author assignments independently of others (unless specifically authorized to work together by your respective faculty).

Academic integrity is the cornerstone of your educational experience. “When students participate in behavior that is considered academic misconduct, the scholarly value of their education is diminished.”

Academic misconduct is defined as the following:

Plagiarism: The adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution.

Cheating: Using or attempting to use unauthorized materials, information or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitation or Collusion: Assisting or attempting to assist another to violate a provision of the institution’s student code of conduct regarding academic misconduct.

Students should be aware that a violation of the University’s Academic Misconduct Policy can result in disciplinary action which could include failure for an assignment, failure for an entire course, probation, suspension or expulsion from the University. If students are not certain whether a practice would be considered academic misconduct they should always consult with their instructor.

AUSTIN PEAY STATE UNIVERSITY WRITING CENTER INFORMATION

Austin Peay State University houses a writing center that will assist students with term papers, essays and other writing assignments for classes. You may submit your writing assignment to the center, and someone will evaluate your paper and offer any suggestions for improvement. This can even be done virtually without having to physically come into the office. For more information, please visit the following link: <https://www.apsu.edu/writingcenter/>.

Technical Support:

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to [GovsTech](#) for more information.

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to [Distance Education's](#) website for more information.

Title IX statement:

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu.

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made during the term of the course, the instructor will immediately notify students of such changes both by email communication and posting both notification and nature of change(s) on the course announcements page in D2L.

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CRJ-1010 INTRODUCTION TO CRIMINAL JUSTICE SCHEDULE FOR FALL, 2021 (Schedule is subject to change, so please remain alert to any such announcements)		
Dates	Course Content	Assignments and Due Dates
Week 1: August 23 to August 29, 2021	<p>1)-Read Chapter 1 on the Fundamentals of Criminal Justice: Essential Themes and Practices from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)-Read the course syllabus</p> <p>3)-Familiarize yourself with the CRJ-1010 D2L course shell</p>	<p>1)-Complete the extra credit quiz on opening class material that will be available in our D2L course shell between Friday August 27, 2021 beginning at 8:00 AM (central) and Sunday August 29, 2021 at 8:00 AM (central).The quiz will be timed at two hours.</p> <p>2)-Respond to the introductory discussion board forum that will be available between Wednesday August 25, 2021 at 4:00 PM (central) and Friday August 27, 2021 at 4:00 PM (central).</p>
Week 2: August 30 to September 5, 2021	<p>1)-Read Chapter 2 on Foundations of Law and Crime: Nature, Elements and Measurement from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	No Assignments
Week 3: September 6 September 12, 2021	<p>1)-Read Chapter 3 on Theories of Criminality and Crime from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>1)-Respond to the criminal theory discussion board that will be available between Wednesday September 8, 2021 beginning at 4:00 PM (central) and Friday September 10, 2021 at 4:00 PM (central).</p>
Week 4: September 13 to September 19, 2021	<p>1)-Read Chapter 4 on Ethical Essentials: Doing Right When No one is Watching from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)-Read Ferdik, F., Rojek, J., & Alpert, G. (2013). <i>Citizen oversight of the police in the United States and Canada:</i></p>	No assignments

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	<p>An Overview. Police Practice and Research, http://dx.doi.org/10.1080/15614263.2013.767089.</p>	
<p>Week 5: September 20 to September 26, 2021</p>	<p>1)-Read Chapter 5 on Police Organization: Structure and Functions from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>1)-Respond to the citizen oversight discussion board that will be available between Wednesday September 22, 2021 beginning at 4:00 PM (central) and Friday September 24, 2021 at 4:00 PM (central).</p>
<p>Week 6: September 27 to October 3, 2021</p>	<p>1)-Read Chapter 6 on Police at Work: Patrolling and Investigating from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)-Review the mid-term examination study guide.</p>	<p>No assignments</p>
<p>Week 7: October 4 to October 10, 2021</p>	<p>1)-Mid-Term Examination Review Session in the Chats icon of our D2L course shell scheduled for Monday October 4, 2021 between 5:00 PM (central) and 5:30 PM (central). Information exchanged during the session will be transcribed into a Word document, then submitted to your APSU email accounts for those who cannot attend.</p> <p>2)-Mid-Term Examination scheduled for Monday October 6, 2021, and will be available between 12:01 AM (central) and 11:59 PM (central). The exam will be timed at two (2) hours.</p>	<p>Mid-Term Examination scheduled for Monday October 6, 2021, and will be available between 12:01 AM (central) and 11:59 PM (central). The exam will be timed at two (2) hours.</p>
<p>Week 8: October 11 to October 17, 2021</p>	<p>1)-Read Chapter 7 on Policing Methods and Challenges: Issues of Force, Liability and Technologies from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)- Ferdik, F., Kaminski, R.J., Cooney, M., & Sevigny, E. (2014). The influence of agency policies on conducted energy device use and police use of lethal force. <i>Police Quarterly</i>, Vol. 17, pp. 328-358.</p>	<p>No assignments</p>

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<p>Week 9: October 18 to October 24 2021</p>	<p>1)-Read Chapter 8 on Expounding the Constitution: Laws of Arrest, Search and Seizure from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>No assignments</p>
<p>Week 10: October 25 to October 31, 2021</p>	<p>1)-Read Chapter 9 on Court Organization: Structure, Functions and the Trial Process from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>No assignments</p>
<p>Week 11: November 1 to November 7, 2021</p>	<p>1)-Read Chapter 10 on The Bench and the Bar: Those who Judge, Prosecute, and Defend from : Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)-Read Simon, W. H. (1992). The ethics of criminal defense. <i>Michigan Law Review</i>, 91, 1703-1728.</p> <p>3)-Read Uviller, H.R. (2000). Ethics in criminal advocacy, symposium, the neutral prosecutor: The obligation of dispassion in a passionate pursuit. <i>Fordham Law Review</i>, Vol. 68, pp. 1695-1718.</p>	<p>No assignments</p>
<p>Week 12: November 8 to November 14, 2021</p>	<p>1)-Read Chapter 11 on Court Methods and Challenges: Sentencing and Structure from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process</i>. Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>No assignments</p>
<p>Week 13: November 15 to November 21, 2021</p>	<p>1)-Read Chapter 13 on The Inmates' World: The 'Keepers' and the 'Kept' from: Peak, K.J., & Madensen-Harold, T.D. (2021).</p>	<p>1)-Respond to the Correctional Officer discussion board that will be available between Wednesday November 17, 2021 beginning at 4:00 PM (central)</p>

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	<p><i>Introduction to criminal justice: Practice and process.</i> Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p> <p>2)-Read Ferdik, F., Smith, H.P., & Applegate, B. (2014). The role of emotional dissonance and job desirability in predicting correctional officer turnover intentions. <i>Criminal Justice Studies</i>, http://dx.doi.org/10.1080/1478601X.2014.938741.</p>	<p>and Friday November 19, 2021 at 4:00 PM (central).</p>
<p>Week 14: November 22 to November 28, 2021</p>	<p>1)-Read Chapter 14 on Corrections in the Community: Probation, Parole and Other Alternatives to Incarceration from: Peak, K.J., & Madensen-Harold, T.D. (2021). <i>Introduction to criminal justice: Practice and process.</i> Los Angeles, CA: Sage Publications (ISBN: 978-1-5443-7293-8).</p>	<p>Final paper and Online presentation each due in their respective D2L dropbox folders no later than Monday November 22, 2021 at 11:59 PM (central).</p>
<p>Week 15: November 29 to December 1, 2021</p>	<p>1)-Complete unfinished work</p> <p>2)-Final examination study guide review session scheduled for Monday November 29, 2021 between 5:00 PM (central) and 5:30 PM (central) in the Chats icon of our D2L course shell. Information exchanged during the session will be transcribed into a Word document, then submitted to your APSU email accounts for those who cannot attend.</p>	<p>No assignments</p>
<p>Finals Week: December 3-9, 2021</p>	<p>Final Exam scheduled for Wednesday December 8, 2021 and will be available between 12:01 AM (central) and 11:59 PM (central). The exam will be timed at two (2) hours.</p>	<p>Final Exam scheduled for Wednesday December 8, 2021 and will be available between 12:01 AM (central) and 11:59 PM (central). The exam will be timed at two (2) hours.</p>