

# Introduction to CJ (SS)

CJ - 1010 002

## Course Description

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Exposes students to theories, concepts, and methods used to facilitate understanding, predicting and responding to issues of deviance and crime in America. Also includes development and evolution of components of American Criminal Justice System, including the history of racial, ethnic and gender discrimination on charging, conviction, incarceration and employment.

Semester: Spring

## Course Prerequisites

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None.

## Additional Information

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- Semester: Fall 2025
- This is a three-credit course.
- First Day of Class: Tuesday, August 26, 2025
- Last Day of Class: Tuesday, December 9, 2025
- Class Location: Herriman Campus, JNPR 224
- Modality: Hybrid (We meet in class one day per week and you complete work online in lieu of a second lecture class each week)
- Class Dates and Times: Tuesdays 4:00 pm - 5:20 pm
- Administrative Drop: Students that do not attend class by Tuesday, September 2, 2025 may be administratively dropped from this course.

- Dispute Resolution: I ask that you try to resolve any disputes that may arise (such as disputing a grade) with me before filing a complaint with the Associate Dean (Katerina Salina). Usually, an informal conversation can resolve any misunderstanding.

## Course Student Learning Outcomes

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- Compare and contrast theories of crime.
- Explain the scientific method (to include observation, hypothesis, test, verification, theory, and prediction), as well as explain how the scientific method is used to develop and verify theories of crime.
- Describe different methods for measuring crime.
- Explain, with supporting evidence, differences in crime rates between different geographic areas.
- Explain racial disparities within all 3 major sectors of the Criminal Justice system.
- Develop explanations, supported by evidence, of the social impact of the Criminal Justice system.

## College Wide Student Learning Outcomes

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- Acquire substantive knowledge
- Communicate effectively
- Develop quantitative literacies
- Think critically

## Required Text or Materials

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**Title: This course uses a free textbook and other free supplementary learning material (vidoes, documents, etc). Links to the learning material is provided to you throughout**

**the course as you work through each course module.**

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Brief Description of Assignments/Exams

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Assignments are weighed by group. This means that points on assignments do not carry equal weight toward your final grade. The weight of an assignment is relative to the category in which the assignment resides.

Group	Weight
Attendance	90%
Assignments (all available via Canvas Assignments tab)	90%
Total	100%

All assignments are open in Canvas. You can click on the Assignments tab and click on any assignment to read the instructions. You have full access to this information starting on the first day of the semester.

### Court Visit

This course requires a visit to a court, which will require you to set aside some time during normal business hours on a non-holiday. The court visit constitutes a significant portion of your overall grade in this course. It is imperative that you start planning for this visit early in the semester in order to help deconflict any work, family, or other obligations that many of you have. Virtual (Zoom) court visits are not approved for this assignment.

## Late Work Policy

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Each assignment has a due date. That date is designed to keep you on an appropriate pace. However, if you get behind, I will still accept work without the loss of points, until

Monday, December 15, 2025 (11:59 pm local time).

## Grading Scale

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\*As per SLCC's Criminal Justice Department Policy, 94% is required to earn an A. This grading scale may differ from other courses at SLCC.

A 94-100	B 83-86	C 73-76	D 63-66
A- 90-93	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	*E Less than 60

\*Grade of E is a failing grade.

## Engagement Plan

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### Engagement Plan

- I will log into the course every business day.
- Please email me your questions through Canvas Inbox.
- I will respond to emails within one business day.
- I typically do not respond to emails or grade work on weekends and holidays.
- If you would like to set up a Zoom meeting, let me know. I am available every business day.
- I will grade your work within three business days.
- I will post comments in the Assignment Comments section of your assignments.
- You should log into this course at least twice per week to review upcoming assignments.
- When you upload a file as your assignment submission, Canvas allows me to post comments directly onto the file (electronically). If I leave a comment for you in the Assignment Comments section to view my feedback on your document, you can click on "View Feedback" and review specific comments that I have left directly on your submitted document.

## General Education Information

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This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

## We Are A Team

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It is imperative for everyone to feel a sense of belonging in this class. SLCC is unique in its student body. In any given class, you may find a mix of recent high school graduates, current high school students (concurrent enrollment), parents, military veterans, returning professionals, recently incarcerated, students with enormous out-of-school responsibilities, disabled students, and more. The student body in this class will likely contain a broad mix of different ages, race/ethnicities, marital statuses, economic statuses, etc. Everyone brings a unique perspective to class. Use this diversity to your advantage to help understand how others may have a different perspective than you.

Class discussions can fuel incredible cognitive growth, particularly when you challenge and defend each others' viewpoints based on their merits. I encourage class debate. It is imperative that we treat each other with empathy and respect. I expect you debate each other in a respectful manner, void of personal attacks or overly emotional responses to sensitive issues. This will maximize the value of our discussions of course content and help ensure that everyone feels a sense of belonging in this class.

## Growth Mindset

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Some students think that if they were unsuccessful in learning something in the past, they will be unsuccessful in any attempt to relearn that in the future. This type of thinking is associated with a fixed mindset. My goal is to break everyone out of that mindset and help everyone develop a growth mindset. With a growth mindset, you realize that success can be achieved in virtually any endeavor if you put in enough quality time to learn it.

Feel free to ask me to share some of my own examples of things that I struggled to learn at one point in life, but later, with more focus and commitment, were able to successfully achieve.

## My Teaching Style

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Students have various levels of proficiency in different areas at the start of this course. Some students are very comfortable building charts and graphs while other students have never built a chart or graph.

I've developed a teaching style to help every student achieve the course outcomes in this class, given these different levels of skills, knowledge, and abilities that students bring to the course. I've incorporated the following elements into this course.

- Ungraded Practice Activities - Several activities in this course are ungraded. This removes the stress of a grade and helps you retain information better. You can redo these activities as many times as you would like to refresh your memory (which I highly recommend as an effective memory retention strategy)!
- Scaffolding assignments - Many assignments are broken down into smaller "chunks". The feedback that you receive on a smaller assignment is designed to help steer you, if needed, to make adjustments so that you can be successful on the following assignment. The smaller size of each project also helps mitigate a feeling of being overwhelmed.
- Helpful feedback - I leave meaningful feedback comments on your submitted work. The feedback is designed to help you improve work on your next assignment or help you make revisions for resubmitting the current assignment.

## Use of Generative Artificial Intelligence (AI)

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The work that you submit must be created by you. You cannot use AI to autogenerate your assignments for you.

However, you can use AI to help plan and organize your work. You should always evaluate the accuracy of the AI-generated products that you use. AI can produce misleading and incorrect information at times.

## Course Content Advisory

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We learn about all types of crime in this course, including violent crime (to include rape and sexual assault). We watch a documentary about a case involving a rape and murder. Some graphic images are shown in this documentary (although nothing is shown that is unnecessarily graphic). We hear testimony of a person confessing to a rape and murder, which includes some of the details of the rape. We learn about the difference between rape, sodomy, and sexual assault. We learn about hate crimes and watch a documentary showcasing three separate real-world cases of hate crimes. We analyze theories of crime, including analyzing why hate crimes occur. We explore plausible explanations for why crimes are not committed equally among different demographic groups as well as plausible explanations for why the victims of crime are not proportional to the general population. You will be exposed to some specific, real-world examples of corruption within the Criminal Justice system. We learn about specific, real-world examples of innocent people that spent decades in prison for crimes that they did not commit. We discuss arguments for and against the death penalty. You must attend a real-world court hearing (live, in person), in which you may hear graphic testimony and victims reliving the trauma that they experienced from their victimization. This course requires you to use emotional intelligence to analyze different aspects of the criminal justice system, to include potential improvements that could be made, based on logic, rational thought, and the use of supporting evidence, all while maintaining your emotional composure.

## How to Navigate to Canvas

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## Institutional Policies

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As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

## [Learning Support and Tutoring Services](#)

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We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## [Advising and Counseling Support Services](#)

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At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## [Student Academic Calendar](#)

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:



## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Roll Call Attendance</a>	Assignment	100
9/12/25	<a href="#">Creating a Google Earth Slideshow - Slide 1</a>	Assignment	10
9/19/25	<a href="#">Creating a Google Earth Slideshow - Slide 2</a>	Assignment	20
9/26/25	<a href="#">Creating a Google Earth Presentation - Full Presentation</a>	Assignment	70
10/3/25	<a href="#">Homicide Rates - Project #1: Building a Chart - Utah Homicide Rates</a>	Assignment	20
10/10/25	<a href="#">Homicide Rates - Project #2: Comparing Utah's Homicide Rates to Texas and Alaska</a>	Assignment	50
10/24/25	<a href="#">GE Signature Assignment (Homicide Rates - Project #3: Fake News!)</a>	Assignment	100
10/31/25	<a href="#">Visit to a Court</a>	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
11/14/25	<a href="#">Final Project - Topic of Your Choice - 4 Page Paper</a>	Assignment	100
11/21/25	<a href="#">Final Project - Topic of Your Choice - Presentation Slides</a>	Assignment	100
12/9/25	<a href="#">Final Project - Topic of Your Choice - In-Class Presentation</a>	Assignment	50
12/11/25	<a href="#">End of Course Survey</a>	Quiz	5
12/11/25	<a href="#">GE Reflection</a>	Assignment	5