

The **U**niversity of South Dakota
College of Arts & Sciences
Criminal Justice Studies: Political Science Department

Introduction to Criminal Justice (3 CR)

CJUS 201/POLS 201

Format: *Desire 2 Learn (D2L)*

Fall 2009 Syllabus



"[The war on drugs]...It's a funny war when the 'enemy' is entitled to due process of law and a fair trial. By the way, I'm in favor of due process. But that kind of slows things down."

– William Bennett [former "Drug Czar"] to Fortune Magazine, March 12, 1990

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CJUS 201 INTRODUCTION TO CRIMINAL JUSTICE: (Also **POLS 201**.) In the United States (and elsewhere), the concept of "criminal justice" means many things to many people. Unfortunately, many of these "meanings" are often built upon shaky foundations and include a variety of misunderstandings about crime (rates & causation), criminal justice organizations (e.g., jails and prisons are not the same thing) and criminal justice processes generally. This poorly constructed cognitive foundation ("aided and abetted" by distorted media portrayals of crime and criminal justice) has facilitated the construction of an increasingly distorted image of crime and criminal justice at both the individual (micro) and societal (macro) levels. Problematically, (at least from a policy perspective) dominant versions of these distorted images clash in very public forums (e.g., the political process and various news media outlets) and/or are given unwarranted legitimacy through for-profit "infotainment" programs (e.g., C.O.P.S; "To Catch a Predator," & etc.), which further exacerbates the public's confusion about crime and criminal justice.

This course is designed to provide the student with a solid foundational understanding of American criminal justice. This foundation will provide the student with the tools and knowledge they will need to build an increasingly sophisticated understanding of what, how, and to what end criminal justice is conceived and implemented in American society. In doing so, this course will present a general descriptive and theoretical overview of the criminal justice system and its components (Police, Courts, Corrections) as well as its response[s] to those who transgress the law. Sociological notions related to the social construction of deviance are also important to an understanding of the law. Thus, a limited portion of the course is devoted to analyses of criminal law in terms of why (and how) we make certain kinds of conduct criminal (or not) in our society.

In this course, readings, and other discussions related to American criminal justice will focus primarily on the institutions involved in the operations of law including the police, the attorney in the legal system, the bail system, the trial process, the guilty plea, sentencing, and corrections. Although CJUS 201 examines the law's proactive and reactive functions as they relate to maintaining peaceful communities and sanctioning

criminal behavior, it places a special emphasis on the criminal justice institutions responsible for implementing criminal justice.

Critical then to our understanding of the American criminal justice system (and criminal justice processes) in this course will be our study and understanding of the criminal justice organization as both a political institution and as a bureaucracy:

What is it? How does it function (or dysfunction)? What “environmental” pressures influence decision-making by criminal justice officials (i.e., politics, the media, public perceptions of crime and criminal justice, & etc.)? And, how (and to what extent) do criminal justice organizations relate (or not) to one another and to the community generally?

CJUS 201 encourages and enables students to think critically when evaluating the behavior of criminal justice organizations in light of the unique relationships they enjoy with one another and with their employees; with individual citizens and local communities; with the mass media; and with the political system itself.

Required Texts

Siegel, L.J. and Senna, J.J. (2008). Introduction to Criminal Justice. Belmont, CA: Wadsworth.

Welch, M. (2005). Ironies of Imprisonment. Thousand Oaks, CA: Sage.

Tonry, M. (2004). Thinking About Crime: Sense and Sensibility in American Penal Culture. Oxford: Oxford University Press.

Additional Required Readings & Video Segments:

An electronic reading packet and video segments are available online through D2L.

Course Pre-requisites

There are no prerequisites for this course. However, if you are new to online courses or computer technology more generally, you should seek out assistance from the HELP desk. Please see the link to D2L orientation material in the “USD Getting Started” widget on our home page.

Contacting the Instructor & Instructor Response Times

Please email me through **D2L**. Email requests, questions and comments are fielded at any time and my responses will arrive no later than 24hrs thereafter. You may always set up an on-campus or phone meeting with me as well.

Technical Standards

For information about USD's technical, academic and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation (<http://www.usd.edu/ce/Orientation.pdf>). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Student Expectations & Requirements

Learning Objectives

- Develop a general, descriptive understanding of American criminal justice institutions and practices.
- Develop an **introductory** but increasingly sophisticated understanding of basic concepts and theories related to organizational behavior and their application to criminal justice institutions.
- Develop an **introductory** but increasingly sophisticated understanding of procedural and substantive criminal law.
- Develop an **introductory** but increasingly sophisticated sense of how public perceptions may or may not influence the politics of crime control and the construction of deviant categories.
- Develop an **introductory** but increasingly sophisticated understanding of emerging and problematic criminal justice issues such as: The use of torture during interrogations, The Death

Penalty, Militarized Policing, and our conduct of the War on Terror and the War on Drugs; prison rape; and, the interstate transfer of prison inmates.

- Develop an **introductory** understanding of concepts and theories related to mass media portrayals of crime and criminal justice (i.e., basic media literacy) and the mass media's possible impact on criminal justice policy.

At the conclusion of this course you will be able to:

- Discuss the study of criminal justice as a social science. You will be able to identify the basic elements of theory and hypothesis testing and discuss why theory is important to an understanding of criminal justice.
- Identify, list and discuss the different components of the criminal justice system and their function.
- Discuss why understanding theories of organizational behavior are important to an understanding of criminal justice.
- Discuss the difference between an institution and an organization.
- Discuss why criminal justice institutions are considered **political** institutions.
- Identify and discuss a variety of “problems” associated with the behavior of criminal justice institutions during the implementation of criminal justice policy.
- Identify and discuss existing (or potential) organizational relationships between criminal justice organizations.... and between criminal justice organizations, the public and non-criminal justice organizations... and how these relationships may (generally) affect organizational functionality and behavior.
- Identify and discuss both the “Pros” and “Cons” of: The Death Penalty, Torture as a public policy, & Militarized policing.
- Identify and discuss key concepts in criminal law, especially as they relate to substantive and procedural due process issues and constitutional requirements (as they are interpreted currently).
- Discuss social construction theory and its usefulness in understanding mass media portrayals of crime and criminal justice.
- Media literacy: Identify, list, define and discuss key concepts in relation to news media biases, values, and media framing of crime and criminal justice issues.
- List and explain the factors which may lead to distorted public perceptions of crime and criminal justice phenomena.
- Propose and discuss solutions to contemporary criminal justice problems.

Measuring your Success: This course will employ online essay and response assignments, a multiple choice and short answer midterm, and a comprehensive multiple choice, short answer and essay final exam.

Student Expectations & Requirements II

The class will generally follow a /discussion format based on the assigned readings, online presentations, and my weekly posted s. **General & specific course questions are always welcome via phone, email, discussion board or via an in-person, on-campus office appointment.** *NOTE: If your question is of a personal nature, please communicate them to me privately via D2L email, phone, or in-person. **Please** don't post questions and concerns of a private nature in the public discussion forum. In other words, slow-down and double check the context in which you are writing your question before you hit send...that is, are you in the public discussion, chat or private email forum?

Time Expectations & Pace of Course: You will be expected to put in about 10-15 hours per week for a 3 credit course. As will be discussed in more detail below, this time will be spent completing reading assignments, participating in online discussion assignments and studying/completing your midterm and final examinations.

This course is highly structured. Discussion assignments are posted weekly and there is a scheduled midterm and final exam. No assignment may be turned in after their due dates. All of these due dates are listed and discussed below.

Essay Writing Guidelines and Expectations: I will post essay writing guidelines and expectations on D2L during the first week. These are very clear statements regarding my grading criteria and may be read online, downloaded to your computer and/or printed.

Essay Sources: In this course, Wikipedia (ugh!) is not considered a valid source (please read the article on “Wiki” in the course content Lecture of D2L). Valid sources are: assigned readings, texts, s, journal articles (peer reviewed), some media sources & others. If you have questions about a source, do not hesitate to ask.

“Netiquette”: General netiquette can be found in the CE online Orientation at <http://usd.edu/ce/Orientation.pdf> Please observe normal rules of courtesy...that is, there will be no personal attacks, name-calling or other disparaging remarks posted in the discussion forum or in the chat room (which is available to you as a resource and which I may utilize on occasion). Vigorous and lively discussion is encouraged...but *remember* that this is a college-level discussion forum. Students who do not observe basic rules of decency and etiquette will be warned once and thereafter sanctioned according to the severity of the violation and in accordance with University Policy. Other elements of good online etiquette are:

1. Do not write your responses in all caps...in the online “world,” this is equivalent to shouting.
2. Use proper grammar, punctuation and spelling. For example, “E-Z” is not the correct way to spell “easy” and “Kool” is not how you spell “cool.”
3. Write in clear, complete sentences. Do not treat our discussion board as a “text message” receptacle.

Detailed Description of Course Assignments & Requirements

3 components of your final grade

1. **Part 1**: The first component of your grade is broken into 2 (two) parts (10 writing assignments total). Each writing assignment is worth 10 points for a total of 100 points:

- a. **Part 1a**: There are **14 reading Lectures** to be completed this semester (see schedule below). You are required to complete the readings for each Lecture by the day they are assigned, in this case, every Monday...at which point I will post the discussion question for that Lecture.

Out of those **14 topic areas**, you will be required to choose **FIVE (5) different topic areas** and post **FIVE (5) original responses** (600-800 words) to discussion questions that I will post for each topic area every Monday. Your **well-crafted** responses will be due to be posted **on-line in our discussion area** no later than Friday afternoon by 3:00 pm (no late exceptions). The best responses (i.e., “A” responses) are well written (i.e., there is an argument, support, and conclusion) and utilize the lectures AND assigned readings to support their arguments. **I have posted writing guidelines on D2L (See: D2L “Getting Started” widget (i.e., the top box on the left hand side of course home page).**

- b. **Part 1b**: Additionally, you will be required to **respond** to **FIVE (5) posts from your fellow classmates** over the course of the semester. These responses, like the essay assignment, must be posted by Sunday at 3:00 PM **and may be posted the same week as your essay post**. By imposing these deadlines, I am attempting to keep the discussion “live” and therefore, interesting. So...if you want to respond to a given topic or post, make sure you do so by the deadline. There are no late exceptions.
- c. **Instructor Responses**: **I will have your responses graded and returned to you (via D2L email) by Sunday evening during the week they were assigned.**

Component 1 (1a & 1b) of the course is worth 25% of your grade.

2. **Part 2: Midterm – The midterm will be held online on November 2nd**. You will be expected to have read (and have understood) all of the material through Lecture 9. The midterm will be worth 100 points and will consist of 50 multiple choice & Short Answer questions worth 2 points each. **A study guide will be distributed prior to the exam. The midterm is worth 25% of your final grade. Your midterm exam grade will be automatically and immediately returned to you upon completion of the online exam.**
3. **Part 3: Final Exam – The final exam is cumulative** and will be worth 200 points and consist of 50 multiple choice & Short Answer questions worth 2 points each and two (2) essay questions worth up to 50 points each. **Multiple-choice and short answer questions will be taken online and timed. Essay questions are take-home and must be returned on December 14th**. You will have a choice of essay topics and are encouraged to choose topics that have been of most interest to you this semester (e.g., community policing, offender reentry, corrections, & etc.). **A general study guide will be distributed prior to the exam. Essay Guidelines will be included in your Final Exam Instructions. The Final Exam is worth 50% of your final grade. The online component of your final exam grade will be automatically returned to you upon completion of the online exam. I will return your essay grade upon request.**

Grading Essays & Responses

10 Point Essays & Responses: Essay and response grading is, of course, fairly subjective. However, there are some things that I always pay close attention to.

Everybody starts with 10 points and from there I subtract points based upon the following criteria:

- 5 = No citations used and/or a discussion of assigned literature
- 5 = Rude, disparaging remarks directed toward others in the course.
- 4 = Did not address the question.
- 3 = Incoherent sentences/ideas
- 2 = Poor spelling/grammar practices/slang/netiquette
- 2 = In the case of essay posts only: No title. Developing a title for your essay is important...titles help you to organize your thoughts and keep your discussion on track. Please also refer to the links I have posted in the "USD Getting Started" widget regarding good essay writing.

What is an "A" Essay?: Good essays will always cite and discuss relevant assigned literature and material in support of their discussion point or argument; They will address the question directly; They will always be written in a tone that invites discussion and feedback; They will employ good grammar, punctuation and spelling practices and the use of coherent sentences (all of these latter items usually manifest after a few proof-reading and editing sessions with your essay *prior* to posting); and they will have a title that "hints" at the substantive content of your essay *and* that is related to the substantive content of your essay (e.g., an essay entitled, "The Problems with News Media Portrayals of Law Enforcement" which does not discuss the news media or media theory may be problematic).

50 Point Final Exam Essays: As was the case with the 10 point essays, everybody starts with 50 points on the final exam essay and from there I subtract points based upon the following criteria:

- 25 = No citations used and/or a discussion of assigned literature.
- 25 = Rude, disparaging remarks directed toward others in the course.
- 10 = Did not address the question.
- 5 = Incoherent sentences/ideas
- 5 = Poor spelling/grammar practices/slang/netiquette
- 5 = No title. Developing a title for your essay is important...titles help you to organize your thoughts and keep your discussion on track. Please also refer to the links I have posted in the "USD Getting Started" widget regarding good essay writing.

Summary of Course Assignments & Requirements

Assignment	% Final Grade
10 Discussion Posts (5 Essays and 5 Responses)	25% (100 pts)
Midterm Exam: Nov. 2 nd	25% (100 pts)
Final Exam	50% (200 pts)

The Final Exam must be taken in order to pass the course. Final Course Grading is as follows:

A= 351 to 400

B= 301 to 350

C= 251 to 300

D= 201 to 250

F= 200 and below

Course Assignment Schedule: Remember – Assigned readings should be completed by Monday. Lecturess will also be posted on Monday. Weekly discussion questions will also be posted on Monday and are to be completed and turned in by 3:00 PM, Friday and responses to other students will be returned by 3:00pm Sunday. All assignments will be graded by Sunday evening and your grade sent to you via private D2L email. **Readings marked with an asterisk (*) can be found in the online Reading Packet in the “Course Content” section of D2L. All other readings can be found in your required texts.**

Lecture 1—August 31st: Welcome to CJUS 201: Introduction to Criminal Justice!

Lecture:

- Introductions
- Music & Crime exercise
- “Pop Quiz” on crime
- Syllabus & Course Requirements
- Student Expectations
- Introductory on the Criminal Justice system.
 - Also, listen to the first in the NPR series: “Criminal Justice”
<http://www.npr.org/templates/story/story.php?storyId=90482523> “Blacks and the Criminal Justice System.”
- Why do we use theory? Applying the Scientific Method to criminal justice phenomenon.
- Reading:
 - *Walker: Chpt 1 & 2

Lecture 2—September 7th: Bureaucracy & Criminal Justice: The Good, the Bad & the Ugly

- *Goodsell, C.T. (2004). The Case for Bureaucracy: A Public Administration Polemic. Read: Chapters 1, 3, & 5.
- *Merton, R.K., (1985). Bureaucratic Structure and Personality. Read: Pp. 103-109.
- *Blau, P.M. & Scott, R. (1962). The Concept of Formal Organization. Read: Pp. 206-210
- *Victor, B. & Stephens, C. (1994). The Dark Side of the New Organizational Forms. Read: Pp.193-196.
- *Hill, M. & Hupe, P. (2003). Implementing Public Policy. Read: Pp. 1-9.

Lecture 3—September 14th: Constructing Deviant Categories: Introducing the Criminal Justice Concept

- *Erikson, K.T. (1966). Wayward Puritans. Read: Pp.3-29.

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Preface, Chapter 1 & Chapter 2.
- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapter 3.
- TEXT: Tonry (2004), Chpts. 1&2
- NPR: ['Stop Snitching' Movement Confounding Criminal Justice](#)

Lecture 4—September 21st: Police – History, Organizational Structure, Role and Function

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapters 5 & 6.
- *Roberg, R., Crank, J., & Kuykendall, J. (2000). Police & Society. Read: Chpt. 1, “Police in a Democracy,” Pp. 4-28.
- *Van Maanen, J. (1978). The Asshole. P.K. Manning and J. Maanen (eds.), *Policing: A View From The Street*. Santa Monica: Goodyear.

Lecture 5—September 28th: Police – Special Issues

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapter 7.
- *Kraska, P.B. (2001). Militarizing the American Criminal Justice System. Read: Chpt. 1, “The Military-Criminal Justice Blur: An Introduction,” Pp. 3-13.
- *CATO Paper #50
- **Video: “Urban Warriors**
- *Community and Problem Oriented Policing (Jackson, pp. 13-27)
 - *Exclusionary Zones: The Oregon Case.
- *Racial Profiling: Using Color as a Proxy for Dangerousness (Kennedy, 136-167)
- *Policing Native Americans (Jackson, 29-43)

Lecture 6—October 5th: Courts – The Law, the Courts, and the Judiciary (I)

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapters 4, 9 & 10.
- *Resnik: Pp. 1-4 & 81-103
- *Marbury v. Madison Today
- * Federalist # 78
- NPR: [Public Defenders Have Their Say](#)

Lecture 7—October 12th: Courts – The Law, the Courts, and the Judiciary (II)

Courts – Pretrial procedures and the criminal trial.

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapters 11 & 12.
- *Resnik – Pp. 40-52 (Criminal)
- *Seidman, L. M. (1995). Criminal Procedure as the Servant of Politics. Read: Pp.191-193.
- NPR: [A Closer Look: Prisoners Exonerated By DNA](#)

Lecture 8—October 19th: Corrections – Who goes to prison? Where do they go and why?

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapters 13 & 15.

- TEXT: Welch, M. (2005). Ironies of Imprisonment. Read: Chapters 1 & 2. (Pp. 1-17).
- NPR: [Companies Cashing in on People's Prison Stripes?](#)
- NPR: [Breaking Out of the Prison Industrial Complex](#)
- *Irwin, J. (1985). The Jail: Managing the Underclass in American Society. Read: Chapter 1, "Managing Rabble," Pp. 1-17
- *Supermax Prisons (Hans Toch)
- *Benkos: # Strikes and "Baseball" legislation
- *Swan: ACJS Article on Interstate Inmate Transfers
- NPR: [Stemming the Spread of HIV Behind Bars](#)
- NPR: [Addressing the Harsh Reality of Rape in Prison](#)

Corrections – Community Sentences

- TEXT: Siegel & Senna, (2005). Introduction to Criminal Justice. Read: Chapter 14.
- NPR: [When a Parent Does Hard Time, so Does the Family](#)
- NPR: [Families Coping with Incarcerated Parents](#)

Lecture 9—October 26th: Corrections: Living, Dying, and Leaving Prison

- *Walker: Chpt 7
- *Petersilia, J. (2003). When Prisoners Come Home: Parole and Prisoner Reentry. Read: Pp.3-20
- *Dyer, J. (2000). The Perpetual Prisoner Machine. Pp. 1-26.
- *Hassine, V.(2004). Life Without Parole: Living in Prison Today. Read: "Prison Overcrowding"; "Prison Rape"; "Relationships Between Inmates and Guards"; & "In Search of the Convict Code," Pp. 169-207.
- TEXT: Welch, M. (2005). Ironies of Imprisonment. Read: Chapter 9.
- *Wright, K. (2006) "Prison Outbreak: An Epidemic of Hepatitis C."
- NPR: [Stopping Race Wars Behind Bars](#)
- NPR: [A Closer Look: Racial Tensions Behind Bars](#)
- *Prison Rape Elimination Act
 - *Sexual Violence in Prison: "In the Shadows"
 - *Sexual Violence in Prison: Beck & Harrison
 - *Sexual Violence in Prison" PREA Report on Sexual Violence in California Prisons

Lecture 10: Midterm Exam – November 2nd Online

1. The midterm Exam Review has been posted since Week 9.
2. You will be expected to have read (and have understood) all of the material through Lecture 9.
3. The midterm will be worth 100 points and will consist of 50 multiple choice & Short Answer questions worth 2 points each. The midterm is worth 25% of your final grade.
4. Use the remainder of the week to catch up on readings and/or get a jump start on next weeks readings.

Part II – CJ Issues and Conundrums: A Focus on Problematic Criminal Justice Issues

Lecture 11—November 9th: Crime and the Media – Socially Constructing CJ Reality.

- *Lawrence, R.G. (2000). The Politics of Force. Read: Chapter 1: Mediating Realities, Pp. 1-17.
- *Sussman, P.Y. (2002). Invisible Punishment. Read: Chapter 15 – Media on Prisons: Censorship and Stereotypes, Pp. 258-278.

Lecture 12—November 16th: Crime and the Media – The News Media and Criminal Justice Policy

Crime and the Media – The Media and Criminal Justice Policy

- *Surette, R. (1998). Media, Crime, and Criminal Justice. Read: Chapter 1, Pp.1-23, and Chapter 2, Pp.47-51 and Chapter 7, Pp. 195-238.
- *Bennett, L.W. (2001). Pp. 33-42 & Pp.65-66.
- *Chiricos, T. The Media, Moral Panics, and the Politics of Crime Control.
 - **News Articles:**
Willamette Week Article on Jails
Oregonian Articles on sex offender and Meth.
Research on Meth: Read the NSDUH Report

Video Clip: “America Remembers”

Video Clips: “The Legacy: Murder and Media, Politics and Prison” (Part I & Part II)

Lecture 13—November 23rd: The War on Drugs & Terror

The War on Drugs

- TEXT: Welch, M. (2005). Ironies of Imprisonment. Read: Chapter 4.
- *Baum, D. (1996). Smoke and Mirrors: The War on Drugs and the Politics of Failure. Read: Pp.xi-p.12.
- *Walker: Chpt. 13

The War on Terror

- TEXT: Welch, M. (2005). Ironies of Imprisonment. Read: Chapter 8.
- *White (Homeland Security)
- *Siegel and Senna, (2005). Criminology. Read: Pp. 354-363.
- *Scott, G.R. (1940/1995). A History of Torture. Read: Pp. 1-13.
- *Baudrillard, J. (2002). L’Esprit Du Terrorism. In Harper’s Magazine. Read: Pp.13-18.
- * “Is torture ever justified?”
- *Whitney, M. (2005, Sept. 9). *Jose Padilla and the death of liberty*. Information Clearing House, Retrieved Sept. 9, 2005 from:
www.informationclearinghouse.info/article10223.htm
- *Arnold: The War on Terrorism (Optional Reading)

Lecture 14—November 30th: Capital Punishment

- TEXT: Welch, M. (2005). Ironies of Imprisonment. Read: Chapter 7.
- *Harrison, M. & Gilbert, S. (2003). Death Penalty Decisions of the United States Supreme Court. Read: Atkins v. Virginia, Pp. 131-141.

- TEXT: Review Chapter 13 in your Siegel & Senna Text)
- *Baze vs. Rees
- *Roper vs. Simmons
- *New Jersey Report on the death penalty (Skim for main findings)
- *Saudi Arabia and the Death Penalty (Swan)
- *Kennedy: Arguments for and against the death penalty for child rape.
- NPR: [Death Penalty Under Review](#)
- NPR: [Does Child Rape Warrant the Death Penalty?](#)

Lecture 15—December 7th: Offender Reentry and Concluding Lecture

- *Petersilia, J. (2003). When Prisoners Come Home: Parole and Prisoner Reentry. Read: Chapter 10, Pp. 221-247.
- *Clear, T. (2002). In “Invisible Punishment”. Read: Chapter 11, “The Problem with “Addition by Subtraction”: The Prison-Crime Relationship in Low-Income Communities.” Pp. 180-193.
- TEXT: Tonry (2004), Chpts 4 & concluding chapter.
- *Walker: Chpt. 14
- *Manza: Felony disenfranchisement (also see: the Sentencing Project’s report at: <http://www.sentencingproject.org/IssueAreaHome.aspx?IssueID=4>)
- *Greene: “Smart on Crime”
- Final Exam Review Posted

Online Final Exam: Monday, December 14th—The essay component of this exam will be posted one week prior and your response will be emailed to me by this due date. Your online exam will occur on the 14th itself. I have posted Final Exam instructions on D2L.

Academic Dishonesty – University’s Academic Dishonesty Statement:

“No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.*
- b. Allowed to rewrite and resubmit the assignment for credit.*
- c. Assigned a reduced grade for the course.*
- d. Dropped from the course.*
- e. Failed in the course.”*

Course Policy on Dishonest Assignments: This course will adhere to USD’s policies on, and definitions of, academic dishonesty as discussed in the *Student Handbook*. The relevant passage is reproduced below. Any student caught violating this code of conduct will experience the following:

A grade of zero will be recorded for the exam or research paper on which cheating or plagiarism takes place and a letter will be sent to the Vice President of Academic Affairs and the Dean of the student’s program notifying them of the offense. If a second offense should occur the student will receive a grade of “F” for the semester and a second letter will be sent to the VPAA and Dean.

University of South Dakota’s Policy on Academic Dishonesty

A. Academic Dishonesty: Acts of dishonesty, including, but not limited to the following:

- 1. Cheating**, which is defined as, but not limited to the following:
 - a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;*
 - b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or*
 - c. acquisition, without permission, of tests or other academic material*

- belonging to a member of the institutional faculty or staff.
2. **Plagiarism**, which is defined as, but not limited to, the following:
- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;
 - the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.

In order to avoid any student confusion in relation to plagiarism policies, I have included a short paper in your reading packet entitled, ***“Using sources properly, paraphrasing well, and avoiding plagiarism”*** by Dr. Elizabeth Milliken.

Freedom in Learning Statement

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Statement of Compliance with the Americans with Disabilities Act

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the policy of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director
Disability Services
Room 119, Service Center
605.677.6389
www.usd.edu/ds; dservices@usd.edu

Additional Information and Policies

Policies and procedures covering this course are detailed in the *Online Study Student Handbook*.

Early Alert and Deficiency Grades University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings.

Instructor Initiated Drop The Instructor Initiated Drop will be used if the student has not participated in the course discussion by Monday, November 2, 2008 at 5:00 p.m. A student may also be dropped by the instructor for plagiarism or cheating as per University policy discussed above.

Extra Credit There is no Extra Credit offered in this course.

Make-up Policy The exam must be taken on the scheduled date. Make-up exams will be given, at the instructor's discretion, only to those who make prior arrangements and/or who present me with a legitimate emergency (i.e., severe student illness, death in the family & etc.).

Incomplete The grade Incomplete (I) is a **discretionary** grade and is only given if very specific arrangements are made by the student with the instructor for completing the course before the last day of the semester. A student then must complete the course before the end of the next semester or the grade automatically changes to F. Some alterations to this policy are possible, depending on the individual case, but must be discussed with the instructor prior to the end of the semester.

Course Evaluation Students will be asked to evaluate the course using established online or offline formats.

