

UNIVERSITY OF SOUTH DAKOTA
COLLEGE OF ARTS AND SCIENCES
SPRING 2019 COURSE SYLLABUS

CJUS 201/POLS 201 – INTRODUCTION TO CRIMINAL JUSTICE, 3 CREDIT HOURS - ONLINE

COURSE DURATION – JANUARY 7 – MAY 3

LAST DAY TO DROP CLASSES WITH A REFUND – JANUARY 16

LAST DAY TO DROP FULL TERM CLASSES WITH A "WD" – APRIL 1

SYLLABUS

Catalog Description:

Overviews the criminal justice institutions involved in the operations of criminal law including the police, the attorney, the bail system, the trial, the guilty plea, sentencing, corrections and an analysis of criminal law in terms of why certain kinds of conduct are criminal in our society.

I. Instructor:

Joshua Houy, Esq., Ph.D. Candidate. My email is Joshua.Houy@usd.edu. **If you email me, I will get back to you within 48 hours unless there is an emergency.** Please note that, according to Board of Regents policy, if you email me, you must do so from your university-issued account. Students must use their university-issued email to be informed about their courses, related campus communications, and how to access and complete the IDEA course evaluation at the end of the term.

Instructional Methods: This course is delivered online via Desire2Learn (D2L) (<http://d2l.sdbor.edu>). Through D2L, you will be able to access the discussion forum, grades, examinations and everything else you need for this course. Although this is an online course, it is not a self-paced course. Instead, you will be required to complete a number of bi-weekly discussion forum posts as described in detail in subsequent sections of this syllabus.

Prerequisites: There are no prerequisites for this course; however, the following information should be kept in mind:

Because USD is one of six Regental institutions, general education follows SD Board of Regents policy. Incoming freshmen must complete 30 credit hours of System General Education Requirements in their first 64 credit hours. The following 18 (21 recommended) of the System General Education Requirements must be completed in the first 48 hours.

Credit Hours	Course Requirement
3	Composition (Goal #1)
3	Oral Communication (Goal #2)

- 3 Social Science (Goal #3)
 - 3 Humanities and Fine Arts (Goal #4)
 - 3 Mathematics (Goal #5)
 - 3 Natural Science (Goal #6)*
- *6 hours recommended

Transfer students with more than 18 credit hours entering from outside the Regental system must complete the above specified 18 credit hours of general education within the first 30 hours taken at a Regental institution.

II. The required text for this course is:

Criminal Justice, 7th Edition
Joel Samaha ISBN-10: 0534645577 | ISBN-13: 9780534645571
Cengage Learning

Additionally, students are encouraged to stay abreast of criminal law issues as presented in the media.

Technology skills – Internet: It is expected that each student will have access to the Internet, email and Microsoft Word or Word Perfect. If this is an area of concern for you, please see me as early as possible in the semester. Moreover, USD has established minimum technological requirements for participation in online courses. You learn more about these requirements in the “Technology Support and Requirements” section in the CDE Online Orientation document available at <http://www.usd.edu/-/media/files/usd-online/online-orientation-guide.ashx>. This document also contains important information which pertains to registration information, as well as other university services and policies.

If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, <http://www.usd.edu/technology/contact-the-help-desk> or contact them at 658-6000 or 877-225-0027.

III. Attendance:

Attendance is measured by your successful and timely completion of course assignments. If you fail to make the required number of posts for a posting period, I will treat you as absent for that time span. I reserve the right to facilitate an instructor-initiated drop (that is, the right to dismiss you from the course). As mentioned elsewhere in this syllabus, late discussion postings will not be counted for credit. It is, therefore, critical for your success in class to complete your assignments in a timely manner. If you have any immediate questions about this topic, please visit with me.

Withdrawal: If you wish to withdraw prior to the last day of the enrollment period you must contact the Continuing Education office by phone (800-233-7937) or in writing (cde@usd.edu).

IV. Preparation Policy:

Every student will be expected to be adequately prepared for each week of class. Class preparedness is demonstrated by discussion forum posts responsive to the guidelines set forth in this syllabus. In other words, being “prepared” means that you have read the materials assigned and have studied such materials to the point where you are able to discuss them with the clarity and intelligence expected of a University of South Dakota student.

V. Make-up policy:

Except in the case of a documented emergency, or an absence caused by a university-sponsored activity, no late submissions will be accepted. The burden of proof regarding the reason for the late submission rests with the student.

VI. Academic Integrity:

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, 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.

VII. Classroom Decorum:

All students are expected to behave in a professional manner. This means, in the discussion forum posts, no foul language and no name-calling.

VIII. Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any

course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

IX. Disability Accommodation:

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 or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

X. Course Goals: We will learn about the criminal justice system by looking at the material and by letting the material look at us. We will do so by studying the material closely and by carefully thinking about how the material relates to the real conditions of our lives. Specifically,

This course meets System General Education Requirement: SGR #3

1. Identify and explain basic concepts, terminology, and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts,
2. Apply selected social science concepts and theories to contemporary issues, and
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions,
5. The allocation of human or natural resources within societies, and
6. The impact of diverse philosophical, ethical or religious views.

The above enumerated learning outcomes will be satisfied as follows:

1. Outcome One: *Identify and explain basic concepts, terminology and theories of criminal justice from different spatial, temporal, cultural and/or institutional contexts.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the basic concepts, terminology and theories attendant with Criminal Justice. Through these same means, students will be required to discuss the basic concepts, terminology and theories implicated in Criminal Justice with comparative references to different spatial, temporal, cultural and/or institutional contexts. As an example, students will be asked to employ the comparative method to identify and explain the similarities and variance of a concept, such as justifications for searches, in various settings which possess different cultural norms and institutional features.
2. Outcome Two: *Apply selected social science concepts and theories to contemporary issues.* Through examinations and discussion forum posts, students are required to apply selected social science concepts and theories to contemporary issues. As an example, the students will be asked to assess policy outcomes related to efforts to thwart terrorism by way of search and seizure.
3. Outcome Three: *Identify and explain the social or aesthetic values of different cultures.* Through examinations and discussion forum posts, students are required to identify and explain the social or aesthetic values of different cultures. As an example, the students will be asked to identify and describe various rationales behind constitutional design.
4. Outcome Four: *Gain knowledge of the origin and evolution of human institutions.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the origin and evolution of various eras of judicial policy, such as the development of due process revolution ushered into society by the United States Supreme Court.
5. Outcome Five: *Gain knowledge of the allocation of human or natural resources within societies.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the allocation of human or natural resources within societies. As an example, students will be asked to demonstrate various public expenditures, such as surveillance tools for law enforcement, and assess the impact of such expenditures on “who gets what, when, why?”
6. Outcome Six: *Gain knowledge of the impact of diverse philosophical, ethical or religious views.* Through examinations and discussion forum posts, students are required to demonstrate knowledge of the impact of diverse philosophical, ethical or religious views. As an example, students will be called upon to demonstrate the philosophical beliefs which underline arguments for and against the modern surveillance state.

Moreover, the following student learning outcomes will be accomplished by the assessments as described below:

Learning Outcomes:	Assessment
1. Be able to define and distinguish between formal and informal criminal justice; Understand and distinguish between criminal justice as a structure and as a process; Describe and define the criminal justice system and how	Discussion forum one concerning Chapter One and midterm examination.

<p>its component parts of police, courts and corrections interact; describe with understanding the “wedding cake” and “funnel” models of criminal justice; Describe with understanding the “crime control” and “due process” models of criminal justice; Discuss the history of criminal justice in terms of the competing values of law and discretion and discuss how the issues of race, ethnicity, and sex affect the criminal justice system.</p>	
<p>2. Identify and discuss the importance of critical thinking.</p>	<p>Reading about and then discussing <i>The Lantern</i> in Discussion Forum One.</p>
<p>3. Write in accordance with a deadline</p>	<p>Discussion forums.</p>
<p>4. Enhance social science/legal vocabulary</p>	<p>Examinations.</p>
<p>5. Communicate professionally within a learning community</p>	<p>Discussion forums.</p>
<p>6. Identify the majority view in the legal profession as to what is the proper interpretation of selected Constitutional Amendments.</p>	<p>Examinations.</p>
<p>7. Be able to define and distinguish types of crime; Understand and describe the various attempts at measuring crime; Discuss the current attempts at measuring crime; Discuss the current trends in crime and distinguish between and describe the relationship between criminals and victims.</p>	<p>Discussion forum one concerning Chapter Two and midterm examination.</p>
<p>8. Be able to define and distinguish the three major theories belonging to the classical consideration; Define and distinguish the three major theories belonging to the Biological consideration; Define and distinguish the two major theories belonging to the Psychological consideration; Define and distinguish the three major theories belonging to Sociological consideration and define and distinguish the three major theories belonging to the Criminal Law consideration.</p>	<p>Discussion forum two concerning Chapter Three and midterm examination.</p>

<p>9. Thoughtfully discuss normative policy issues.</p>	<p>Discussion forums.</p>
<p>10. Be able to define and explain the function of the law; Explain the Constitutional limits placed on criminal law; Explain and distinguish the principles of criminal liability; Identify the common defenses to criminal liability; Explain the principles of criminal justice procedure and due process of law and relate theories of social science to the principles of criminal law and procedure.</p>	<p>Discussion forum two concerning Chapter Four and midterm examination.</p>
<p>11. Be able to discuss the roles historical development of police and policing; Compare and discuss public and private policing; Identify and describe the recognized roles of the police; Discuss police discretion and the essential role it plays in policing and discuss the common traits in police personality.</p>	<p>Discussion forum three concerning Chapter Five and midterm examination.</p>
<p>12. Be able to discuss the strategy of patrol and the different types of patrol; Discuss what research has revealed about the effectiveness of preventative patrol; discuss the various types of investigations conducted by the police; Distinguish between proactive and reactive policing and discuss the concepts of problem-oriented policing and Community-oriented policing.</p>	<p>Discussion forum three concerning Chapter Six and midterm examination.</p>
<p>13. Be able to explain probable cause; differentiate between probable cause and reasonable suspicion; Discuss the implications and changing views of Miranda warnings; Discuss the limitations on police use of force; Discuss the provisions and implications of the exclusionary rule and discuss the use of searches and under what circumstances a warrant is required.</p>	<p>Discussion forum four concerning Chapter Seven and final examination.</p>
<p>14. Be able to discuss the courtroom structure as it relates to lower courts, felony courts, appellate courts and the U.S. Supreme Court; Define and discuss the criminal court missions;</p>	<p>Discussion forum four concerning Chapter Eight and final examination.</p>

<p>Define and discuss the courtroom workgroups; Discuss the role of the prosecutor and define and discuss the mission of defense counsel.</p>	
<p>15. Be able to discuss the complexities of the prosecutors' decision to charge; Discuss the rationale of bail; discuss the process of testing the government's case; Discuss the role of the prosecutor and discuss the concept of the public defender as defense counsel.</p>	<p>Discussion forum five concerning Chapter Nine and final examination.</p>
<p>16. Be able to discuss the trial process; Define and identify the two types of evidence allowed into trial; Describe and discuss the plea bargaining process; Identify and discuss the safeguards for defendants in the plea bargaining process and discuss significant U.S Supreme Court decisions relating to the process of criminal trials.</p>	<p>Discussion forum five concerning Chapter Ten and final examination.</p>
<p>17. Be able to discuss the purposes of sentencing; Discuss the history of sentencing, detailing some early methods of punishment; Discuss the move from indeterminate sentencing to determinate sentencing, describing each; Discuss disparity and discrimination in sentencing and discuss important questions concerning the continued use of the death penalty.</p>	<p>Discussion forum six concerning Chapter Eleven and final examination.</p>
<p>18. Be able to discuss the history and missions of community corrections; Discuss the development of probation and parole, Discuss alternative measures of rehabilitation, such as boot camps and day centers; Identify some of the critical concerns with the use of probation and parole and explain the positive aspects for the general public in the use of probation and parole.</p>	<p>Discussion forum six concerning Chapter Twelve and final examination.</p>
<p>19. Be able to describe the history and development of prisons in the United States; Discuss the causations of the prison population boom over the last fifty years; describe some of the side effects caused by current sentencing</p>	<p>Discussion forum six and final examination.</p>

<p>policies; Compare and contrast jails and prisons from the viewpoints of operations and purpose and discuss the current trends in prisoner populations, with emphasis on women, repeat offenders and special needs prisoners.</p>	
<p>20. Be able to identify and discuss issues of male imprisonment; Identify and discuss issues of female imprisonment; Discuss the way in which the courts deal with prisoners and their rights while incarcerated; Identify and discuss programs that are designed to help prisoners successfully return to society and avoid returning to prison and rationally discuss the issue of convict voting rights.</p>	<p>Discussion forum seven concerning Chapter Fourteen and final examination.</p>
<p>21. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.</p>	<p>Discussion forums.</p>
<p>22. Evaluate information and its sources critically</p>	<p>Discussion forums.</p>
<p>23. Write logically</p>	<p>Discussion forums.</p>
<p>24. Be able to brief a case using the IRAC method.</p>	<p>Discussion three.</p>
<p>25. Enhanced awareness of criminal defense trial strategies and the interplay with race.</p>	<p>Discussion four.</p>
<p>26. Enhanced awareness of offender rehabilitation.</p>	<p>Discussion four.</p>
<p>27. Enhanced awareness of forensics.</p>	<p>Discussion four.</p>
<p>28. Enhanced awareness about crime on reservations and sentencing practices in Indian jurisdiction.</p>	<p>Discussion four.</p>
<p>29. Enhanced awareness of civil asset forfeiture.</p>	<p>Discussion five.</p>
<p>30. Enhanced awareness of criminal justice statistics.</p>	<p>Discussion five.</p>

31. Enhanced awareness of incarceration levels, Black Lives Matter movement, mental illness, drug laws and superpredators as discussed in social science literature.	Modules one, two, three four and five.
32. Enhanced awareness of police militarization, judicial elections and public defenders.	Module five.
33. Enhanced awareness of police, mandatory minimums, prison, death penalty, city tickets, and revenge porn.	Modules six and seven.
34. Enhanced awareness of attitudes toward the police, mandatory reporting, mitigating factors and judicial behavior.	Modules eight and nine.

Library Resources:

As a student of The University of South Dakota, tremendous library resources (online journal databases, ebooks, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University’s website. Go to: www.usd.edu/library. To use any of the materials listed on the site, you can log in using your myU username and password. If you need help with your myU login credentials, please contact the USD Help Center Desk at helpdesk@usd.edu, Phone: (605) 868-8940 or 605.677.5028. If you need assistance locating information or using the library’s resources, please contact the library at library@usd.edu, Phone: (605) 677-6085, or SMS (text) to (605) 868-8940.

Writing Proficiency:

Please put your best foot forward.

Discussion Forum Participation:

Participation that generates meaningful class discussion will be positively reflected in your final grade. Ideal class participation is exemplified by a student who consistently a) plays an active role in discussions b) makes comments that reflect familiarity with the assigned readings, and c) responds to peer comments and makes substantive contributions to the discussion. It should be noted that student participation is measured both qualitatively and quantitatively; however, frequent participation which does not reflect familiarity with the assigned readings or relate closely to the substantive issues attendant with the study of Criminal Justice will be negatively reflected in your grade as will any comments which personally attack another member of the class.

Biweekly, five questions will be posed. You will generally have two weeks to respond to each of these five questions. Your first response for the posting period should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Good grammar and reference to the text, where appropriate, is expected. Notice will be taken of those who make their initial post early in the posting period (posts early in the posting period are favored). In addition to your initial post of the posting period, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates. A simple, "I agree with what Joey said" will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey's post. **I will be monitoring your discussion posts. I will also provide you with regular feedback on your posts and may "jump in" from time to time to ask questions, make comments or direct you to resources which may be of interest. Several times in the semester, I will let you know how you are doing with your discussion forum posts. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade.** Above all else, please put your best foot forward when making discussion forum posts. I want you to do well, but, if you do not do your best, you likely will not do well. If you seek a good grade, you need to closely adhere to the guidelines and deadlines set forth in this syllabus. These guidelines include the grading criterion for discussion forum posts:

XI. Grading

The final grade will be based on your performance in the discussion forum posts, which accounts for 20% of your final grade as well as your performance on the midterm examination which is 40% of your grade and a final examination which is also 40% of your grade. After I issue the examinations in the dates provided in the syllabus, you will have approximately one month to complete the exam and return in to me in on the date named in the syllabus. As will be noted on the examinations, the examinations are open book in nature and absolutely no collaboration is permitted. **Further and important details regarding the discussion forum posts and examinations are presented below.**

Course Grading:

Discussion forum participation	20 points (each discussion is worth approximately 3.33% of your final grade)
Midterm Examination	40 points
Final Examination	40 points

When do you get your grades? I strive to grade all examinations and discussion forum assignments within 10 days of the due date, sometimes far earlier.

What are the examinations like? They are largely fill in the blank and multiple choice questions. While open book, it is critically important that you stay abreast of the assigned readings where the questions will be drawn from. Many of the questions will be challenging. Examinations are open book and each student will have to affirm that they took the examination without resort to any outside assistance other than the textbook. Approximately one month before the examination is due, it will be placed in the course news section for you. Make sure to read all the directions, sign the honor code statement, save it and turn it in on time via dropbox – **late examinations will not be accepted.** In order to prepare for the exam, I suggest you keep abreast of the assigned readings. The exams will be disseminated to you a month in advance of the due date. Once you get the exam, I suggest you carefully review the questions and then read all the assigned readings over again as well as the articles and videos posted from where I will also draw questions. Those who turn their exams in early, tend to perform much better on the exams. In sharp contrast, those who tend to turn the exams on the due date tend to have lower scores than those who turned their exams in early. Please note that the format of your exams challenges you to look up and analyze information and point to page numbers. This can be tedious, but is also the exact skill set lawyers use – countless times I have had to look up information, often information I already know, and provide a judge with my source, including a page number. I want you to think like a lawyer, even if you do not wish to be one. The best way to think like a lawyer is to engage in the activities lawyers engage in.

Discussion Forum Criterion

Criteria	Possible	Actual Points
Restatement of each question	Must have or zero points for the entire discussion	
Substantive Content	Must have or points will be reduced at my discretion	
Style	Must have or points will be reduced at my discretion	

Civility	Must have or zero points for the entire discussion	
Number of posts and timeliness of posts	Must have or zero points for the entire discussion	

- 1. Restatement of each question (0-5):** In your initial post for each posting period, please restate, word for word, the questions posed. For example, if one of the questions posed is, “What occurs during an arraignment?” retype, immediately preceding your response, “What occurs during an arraignment?” **You may copy with “control c” and paste by using “control v”**
- 2. Substantive Content (0-40):** It is hoped that, at least, some of your posts will take into account alternative points of view. That is, if there is an obvious split of opinion on an issue, I will check to see if you take multiple points of view into account. For example, if you are asked: “Should police departments engage in proactive policing?,” a good answer might note, on the one hand, some of the benefits of proactive policing and, on the other hand, some of the arguments which are made against proactive policing. Assigned readings should be meaningfully discussed in, at least, some of your posts. In your postings, you should demonstrate an understanding of the course materials and, where applicable, cite facts and figures and page numbers to support the points you advance.
- 3. Style (0-5):** Good grammar should be used and sentences should make sense. Your postings should also have a strong voice and be interesting to read (no points will be taken off for any viewpoint expressed).
- 4. Civility (0-5):** While you are welcome to challenge any point of view expressed, please do so in a respectful way. This means no swearing or name-calling.
- 5. Number of posts and timeliness of posts (0-50):** As mentioned, in addition to your initial post of the posting period, you are expected to make 3 additional posts which provide a meaningful and respectful reply to one of the posts made by your classmates (make less than the 4 required posts and you will earn, at best, 1 out of 3.33 points). A simple, “I agree with what Joey said” will not suffice. Instead, you are expected, to take the example of Joey, to state why you agree or disagree with Joey or what questions or insights were generated within you after reading Joey’s post. Please remember, your first response for the posting period should answer each of the questions posed in separate paragraphs. That is, you will be expected to write five short paragraphs in which you answer the five questions. Please also keep in mind the schedule for posting as listed in this syllabus. **No late posts will be counted for credit.** Those who make their posts early in the posting period, will be looked upon favorably – if everyone waits to post until near the conclusion of the posting period, the quality of the discussions will suffer.

I will be monitoring your discussion posts. I will also provide you with regular feedback on your posts and may “jump in” from time to time to ask questions, make comments or direct

you to resources which may be of interest. Moreover, throughout the semester, I will send individual assessments of your postings which, if needed, will include suggestions to improve your posting grade. **If, at any time, you have questions about the course, all you have to do is email me!**

The bi-weekly discussion posts will “close” (typically) by 11:59pm Central Time on the days designated by the syllabus. Any posts must be made by that time, unless I note otherwise. Bi-weekly discussion posts generally will “open” on 11:59pm Central Time on the dates indicated in the syllabus. As such, you generally will have nearly two weeks to make your 4 postings.

Grade Distribution:

A	90-100%	Superior, outstanding work
B	80-89%	Excellent, high quality work
C	70-79%	Average, satisfactory work
D	60-79%	Below average, passing work
F	below 60%	Failing

XII. Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

USD Campus Resources:

The following departments provide *confidential* services to enrolled USD students:

Student Counseling Center - Cook House

Phone: 605-677-5777

Email: scc@usd.edu

<http://usd.edu/scc>

Psychological Services Center

South Dakota Union, Room 112

Phone: 605-677-5354

Email: psc@usd.edu

<http://usd.edu/psc>

Counseling & School Psychological Services Center
Delzell Education Center, Room 20
Phone: 605-677-5250
Email: cspsc@usd.edu
<http://usd.edu/cspsc>

Victim Advocacy Services
Phone: 605-677-5777 (*Cook House office number*)
<http://www.usd.edu/student-life/scc/victim-advocacy>

Student Legal Aid
Muenster University Center, Room 143
Tuesdays & Wednesdays 11:30 am – 2pm
Phone: 605-677-6845 (*Student Government Association office number*)

The following offices are ***not confidential*** campus resources, but can assist with ***interim measures*** (such as modifying class schedules, housing assignments, no-contact orders, etc.)

Title IX Office / Equal Opportunity
Slagle Hall, Room 205
Phone: 605-677-5651
Email: equalopp@usd.edu

Vice President & Dean of Students
Muenster University Center 218
Phone: 605-677-5331
Email: deanofstudents@usd.edu

Reporting Information:

Title IX Office / Equal Opportunity
Slagle Hall, Room 205
Phone: 605-677-5651
Email: equalopp@usd.edu

Vice President & Dean of Students
Muenster University Center
Phone: 605-677-5331
Email: deanofstudents@usd.edu

University Police Department

Davidson Building
Phone: 605-677-5342
Email: pubsafe@usd.edu

Report a Crime
<http://www.usd.edu/administration/university-police/report-a-crime>

Vermillion Police Department
15 Washington Street
Phone: 605-677-7070
Email: info@vermillionpd.org

Off-Campus Resources and Reporting Options:

The following off campus resources provide *confidential* services:

Sanford Vermillion – Hospital & Clinic
20 South Plum Street
Clinic Phone: 605-624-9111
Hospital Phone: 605-624-2611

Domestic Violence – Safe Options Services
Local Sexual Assault Advocate
Phone: 605-624-5311
Email: dvsosdirector@qwestoffice.net

Lewis & Clark Behavioral Health Services
28 East Cherry Street
Phone: 605-624-9148

South Dakota Domestic Violence Hotline
Phone: 1-800-430-SAFE (7233)

XIII. Tentative Course Schedule

JANUARY 7

First day to access D2L course homepage

JANUARY 11

By 11:59pm central time please post an introduction for yourself in the discussion forum.

JANUARY 25

Readings: Chapters one and two.

Discussion One. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

Midterm will be posted in the “news” section of the course

FEBRUARY 8

Readings: Chapters three and four.

Discussion Two. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

FEBRUARY 22

Readings: Chapters five and six. Discussion Three. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

MARCH 8

Midterm due by 11:59pm central time. Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu.

MARCH 22

Readings: Chapters seven and eight.

Discussion Four. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

Final will be posted in the “news” section of the course- probably by October 13

APRIL 5

Readings: Chapters nine and ten.

Discussion Five. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

APRIL 19

Readings: Chapters eleven, twelve, thirteen and fourteen.

Discussion Six. By (11:59pm central time) – Make all of your postings for the discussion board **(as with each posting period, you will need to make 4 posts total. The first post is your 5 paragraph response to the 5 questions posed. The next 3 posts need to be in response to posts made by your classmates)**. Please try to make as many posts as early as possible.

APRIL 26

Final due by 11:59pm central time. Please turn it into the course dropbox – click “assessments” and then select “dropbox” from the menu. No late submissions will be accepted!