CRIM 1306 COURT SYSTEMS AND PRACTICES

<table>
<thead>
<tr>
<th>Instructor: Mrs. Mi’Chelle Bonnette Lewis</th>
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<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Days</td>
</tr>
<tr>
<td>Office</td>
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</tbody>
</table>

Required Textbook: *America’s Courts and the Criminal Justice Systems, 11th edition*

Course Description: Study of the judiciary in the American criminal justice system and the adjudication process and procedure.

Major Course Objectives:
To explain the operation of court systems and the evolution of corresponding best practices, as well their impact on society.

- a) Understand the basics of adjudication and the function of federal, state, and local criminal courts.
- b) Describe the various roles of court personnel and staff.
- c) Identify organizational and theoretical concepts in court systems.

School of Education Disposition Expectations

The Following are disposition indicators and examples of corresponding behaviors:

Demonstrate professional responsibility by-

- Being present, punctual and prepared for professional and academic activities.
- Responsibly communicating with faculty, peers, supervisors and/or mentors.
- Maintaining confidentiality of student records and private communications.
- Being actively involved in professional development activities.
- Maintaining composure under pressure by exhibiting self-control.
- Meeting professional expectations and obligations.
- Expressing feelings effectively and appropriately.
- Responding appropriate to directives from faculty members, supervisors, and mentor teachers.

Foster collegiality by-

- Exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback.
- Using positive conflict resolution techniques.
• Respecting other’s points of view.
• Collaborating with students and working cooperatively with colleagues.
• Demonstrating an awareness of own impact on others.
• Expressing feelings appropriately.

_Demonstrate commitment to diversity by:_

• Showing adaptability in instruction for individual differences.
• Demonstrating that diversity in the classroom is a commitment to equity.
• Facilitating lessons that counteract negative stereotypes and bigotry.
• Providing students with access to varying points of view.
• Using language that is not demeaning of harmful to any individual or group.

_Demonstrate commitment to learning by:_

• Demonstrating an openness and willingness to learn.
• Demonstrating flexibility.
• Creating a learning environment which enables students to fulfill their potential.
• Respecting individual differences.
• Adapting instruction to “best practices.”
• Displaying creativity, curiosity and enthusiasm for teaching and learning.

_Maintain professional and personal integrity by:_

• Adhering to the UST honesty code.
• Maintaining ethical and legal behaviors in interactions with others.
• Adhering to the Code of Ethics and Standard Practices for Texas Educators.
• Respecting SOE policies and procedures.
• Demonstrating language that communicates and reflects professional decorum such as verbal, nonverbal and body language.

**Social Justice Tenets:**
Selected social justice teachings of the Catholic Church are used to inform the School of Education programs. As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels.

**Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

**Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.

**People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.
Student Accommodations:
Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983.

Professional Standards of Behavior for Students and Faculty:

Academic Integrity
Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.

Use of UST Email Accounts and Blackboard
All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.

UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpdesk: 713-525-6900 Blackboard help: 713-525-3153

Attendance
Note: Attendance of each class period is required. If a student is unable to attend class, he/she should telephone/e-mail the professor before the class period or as soon as possible after class. It is the student’s responsibility to catch up on any material missed before the next class period. Three absences without good reason will result in the final grade being lowered by one letter grade. The overall final grade will be lowered by one percent for each subsequent absence. If a student is tardy twice it will equal one absence.

Late Assignments
It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
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Grading Breakdown:
Quizzes 15%
Mid-Term Exam 30%
Final Exam 30%
Position Essay 15%
Participation 10%

Quizzes:
There may be either scheduled or unscheduled quizzes. If you have an excused absence on the
day of a quiz, it is your responsibility to complete the make-up assignment in place of the quiz
der. The make-up assignment will be posted in the class Blackboard page under “Course
Documents” on the evening of the quiz day. Make up assignments must be submitted no later
than one week after the quiz day. No more than two quiz grades may be substituted by make-up
assignment grades.

Exams:
Each exam will consist of multiple choice, essay, and short answer questions. The exams will be
administered under timed conditions. Any evidence of academic dishonesty will be treated as
extremely serious.

Essay:
Students are required to submit one 5 page position paper on the announced topic. A separate
“References” page must be attached to the essay using APA format.

Students must cite the source of their information if they quote directly, paraphrase, or use in any way
someone else’s ideas. If students do not cite their sources, it is considered plagiarism.

Class Schedule:

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Assignment(s) Due</th>
<th>Topics of Discussion</th>
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</thead>
<tbody>
<tr>
<td>Wk. 1</td>
<td>Read Ch. 1</td>
<td>Introduction to the class. Syllabus Review. Ch. 1 Lecture/discussion.</td>
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<tr>
<td>Wk. 2</td>
<td>Read Ch. 2</td>
<td>Controversies/ War on Drugs Crime Control vs. Due Process</td>
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<tr>
<td>Wk. 3</td>
<td>Read Ch. 3</td>
<td>Dual Court System/Law in Theory V. in Action</td>
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<tr>
<td>Wk 4</td>
<td>Ch. 3 Cont’d</td>
<td>Federal Courts, Historical Context</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Read Ch 10</td>
<td>Quiz, Arrests, Measuring Crime</td>
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<tr>
<td>Wk 6</td>
<td>Read Ch 11</td>
<td>Evidence</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Wk 7</td>
<td>PAPER DUE/Ch 12</td>
<td>Plea Bargaining</td>
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<td>Wk. 8</td>
<td>SPRING BREAK</td>
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<tr>
<td>Wk. 9 (March 21)</td>
<td>MID-TERM</td>
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<tr>
<td>Wk. 10</td>
<td>Ch 6/7</td>
<td>Attorneys-Prosecution &amp; Defense</td>
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<tr>
<td>Wk. 11</td>
<td>Ch 8/13</td>
<td>Judges and Trials</td>
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<tr>
<td>Wk. 12</td>
<td>Ch 13</td>
<td>Juries and Trials</td>
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<tr>
<td>Wk. 13</td>
<td>Ch 14/15</td>
<td>Sentencing: Options and Decisions</td>
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<tr>
<td>Wk. 14</td>
<td>Ch 16</td>
<td>Appellate Court and HC</td>
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<tr>
<td>Wk 15</td>
<td>SEE BLACKBOARD</td>
<td>Online Review</td>
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<tr>
<td>Wk 16</td>
<td>FINAL</td>
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