

**ARIZONA WESTERN COLLEGE
SYLLABUS**

AJS 123 ETHICS AND CRIMINAL JUSTICE

Credit Hours: 3 Lecture 3

GENERAL EDUCATION COURSE: WI (Writing Intensive)
 H (Historical Awareness)

PREREQUISITE: ENG 101 or ENG 107

Arizona Western College believes writing provides a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

This course explores ethical issues and the criminal justice system while focusing on ethics, law, police, the courts, and ethical theory as it relates to administration of justice.

1. COURSE GOAL

This course prepares the learners with the theoretical background and decision-making tools to confront ethical issues in the administration of justice. The student will be able to use the knowledge to make the correct ethical decision in the situation.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 define ethics, integrity, professionalism and public trust, standards of individual and institutional ethics, ethics of law, standards of morality, and ethics and society.
- 2.2 identify and explain the difference between distributive and retributive justice systems.
- 2.3 identify and explain the core elements of justice.
- 2.4 identify and explain the historical origins of ethical and justice theories from the classic period to modern times.
- 2.5 identify and review the theories of moral development and moral decision-making.
- 2.6 identify and use ethical decision-making processes.
- 2.7 identify and explain the elements comprising the "working police personality."
- 2.8 identify and explain the variables involved in the use of physical force.
- 2.9 identify and explain the variables involved in the decision to employ deadly force.
- 2.10 explain the different ethical considerations confronting the various members of the court.
- 2.11 identify and analyze ethical issues associated with the administration of justice in modern times.
- 2.12 research and conduct a presentation on an ethical issue.
- 2.13 generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 COMMUNICATION

- write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- utilize proper citations, evaluate critically, and use effectively relevant information or problem-solving and presentation of ideas, issues, and arguments

- Speak effectively to a purpose before an audience
- demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- provide writing that presents a clear, specific thesis and awareness of audience
- fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation

3.2 WRITING INTENSIVE

- Demonstrate proficiency in written discourse through the composition of at least 3000 words, or about 12 pages, of writing embedded into the requirements of the GE course through multiple written assignments
- Writing demonstrates critical inquiry which includes the gathering, interpretation, and evaluation of evidence
- Engage in a recursive writing process, developing flexible strategies for generating ideas, revising, editing, and proofreading, using instructor and peer feedback on written discourse to guide improvement through revision. At least 33% of the student's grade in the course is based on *revised* written discourse
- Develop written discourse in the form appropriate to discipline, which includes overall organization, analysis, grammar, mechanics, punctuation, and style

3.3 CULTURAL AWARENESS

- Offer views of humanity from a multitude of perspectives.

3.4 HISTORICAL AWARENESS

- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Lecture
- 4.2 Instructional technology
- 4.3 Group discussion
- 4.4 Individual research

5. LEARNING ACTIVITIES

- 5.1 Students will take part in classroom discussion on ethical issues confronting the students in the Administration of Justice Studies.
- 5.2 Students will write a comparison essay on their personal values and those of criminal justice agencies. The students will then make oral presentations of their essays to the class.
- 5.3 Students will research an ethical issue and write a research paper on the topic, then conduct an oral presentation on the topic.
- 5.4 Writing (Reading Log, Critical Analyses, Research Paper)

6. EVALUATIONS

- 6.1 Learning activities
- 6.2 Exams
- 6.3 Assignments
- 6.4 Participation
- 6.5 At least 33% of the student's grade in the course will be based on revised written discourse

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course will be withdrawn by the by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature – will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester. Students who have enrolled but have never attended class may be issued a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
 - Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course