



South Plains College

"SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE"

Course Syllabus for CRIJ-2314-001 – Fall 2023

Instructor Contact and Office Hours

Instructor: Mark Wittie, Assistant Professor of Law Enforcement Technology

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Office Location: Law Enforcement Technology Building, room 110
Levelland Campus

Office Hours for Fall 2021

Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-9:00am 2:00pm-3:00pm	8:00am-9:00am 3:00pm-4:00pm	8:00am-9:00am 2:00pm-3:00pm	8:00am-9:00am 3:00pm-4:00pm	

CRIJ 2314: Criminal Investigations

Department: Professional Services and Energy

CRIJ 2313 Course Description: This course examines the history, traditions, and philosophy underlying our system of justice as it plays out in the corrections system. It focuses on prisons, jails, probation/parole, and intermediate sanctions.

Core Curriculum Objectives addressed:

- **Communications skills**—to include effective written, oral and visual communication
- **Critical thinking skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Write essays that exhibit logic, unity, development, and coherence.
3. Develop ideas with appropriate support and attribution.
4. Write in a style appropriate to audience and purpose.
5. Read, reflect, and respond critically to a variety of texts.
6. Use American English, with an emphasis on correct grammar, voice, parallelism, punctuation, spelling, and mechanics in language appropriate for academic essays.

CRIJ 2314 Class Policies

Required Materials for Class

Textbook:

1. Criminal Investigation- 11th Ed. By Hess, Orthmann, and Cho. Published by Cengage Learning.

Material:

1. Highlighters, pens, pencils
2. Notepad for taking notes
3. Word processing software (e.g., Word, or Pages for Mac)
4. Dedicated access to a computer WITH WiFi, to complete assignments in Blackboard and to create, revise, and email papers.

Grades and Assessment of Work in Class

Grades are determined by the following scale:

Total Points-	950
A	855 – 950
B	760 – 854
C	665 – 759
D	570 – 664
F	569 and below

3 Tests (150pts each)	450
Research Paper	200
Participation/Attendance	100
Final Exam	200

**I reserve the right to make changes in grade calculation policies at my discretion*

Student grades will be posted in the Blackboard gradebook. It is each student's responsibility to continually monitor academic progress posted in each student's grade book on Blackboard.

Essay Guidelines

Essay Assignment Guidelines

Essays may earn grades ranging from A to F based on the instructor's grading scale. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria. The quality of each of the criteria determines the letter grade. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

"A" Essay (Superior)

To earn an "A," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences strongly support the thesis, and body paragraphs are unified around their topic sentences. The essay conveys a clear purpose and is tailored to a distinctive audience.
3. **Support:** Body paragraphs contain abundant, fresh details and examples that provide specific, concrete, logical evidence. If sources are required, the paper accurately integrates and correctly documents credible source material to add insight, sophistication, and complexity to the paper's ideas.
4. **Coherence:** The organization of the paper is excellent and logical (emphatic order, chronological order, etc.), transitions are sophisticated, and the paper exhibits mastery of basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and is virtually free of other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety (simple, compound, complex) are effective and powerful.

"B" Essay (Strong)

To earn a "B," a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The paper states a clear thesis, all topic sentences directly support the thesis, and body paragraphs display unity. The essay conveys good awareness of purpose and audience.
3. **Support:** Body paragraphs are well-developed with specific details, examples, and sound logic. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.

4. **Coherence:** The organization of the paper is clear and helpful, transitions are helpful, and the paper exhibits strong basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than two major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) and very few other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice and sentence variety are strong.

“C” Paper (Acceptable)

To earn a “C,” a paper meets all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** A thesis is stated but may lack a strong claim or be obvious or predictable; topic sentences adequately support the thesis. One error in paragraph unity may occur. The essay’s purpose and audience are adequately conveyed.
3. **Support:** Body paragraphs contain relevant details or logical reasons but need more specific examples/evidence. If sources are required, credible outside sources are usually integrated and cited correctly.
4. **Coherence:** Organization of ideas is satisfactory, transitions are logical, and the paper indicates competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than four major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Some other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors are present but not distracting. Word choice and sentence variety are strong.

“D” Paper (Developing)

To earn a “D,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).
2. **Unity:** The thesis may announce the topic but no claim, contain more than one idea, or be too vague, too broad, or too narrow. Topic sentences are not tied to the thesis. Two errors in paragraph unity may occur. Essay conveys little awareness of audience or purpose.
3. **Support:** Details are sparse or vague and consist of generalizations, clichés, or repetition. If applicable, sources are insufficient and/or not always integrated or cited correctly.
4. **Coherence:** Organization is attempted but disjointed or confusing; transitions are sparse. The paper indicates awareness of but not competence in basic components (introduction, conclusion, and body paragraph structure).
5. **Sentence Skills:** The paper contains no more than six major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form). Several other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors distract from the content. Informal word choices occur with little or no variety in sentence type and length.

“F” Paper (Unacceptable)

To earn an “F,” a paper will exhibit *one or more* of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length, format).

2. **Unity:** The thesis is illogical, incomplete, or missing, so the essay lacks focus on one central idea. Topic sentences are missing, so body paragraphs lack unity. The essay ignores the purpose and audience.
3. **Support:** Details are illogical, irrelevant, or missing from body paragraphs. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, fails to document fully or correctly, and/or includes plagiarism.
4. **Coherence:** Organization is incoherent, transitions are missing or illogical, or the paper indicates lack of competence in basic paper components (for example, lack of introduction and/or conclusion, lack of paragraphing).
5. **Sentence Skills:** Seven or more major errors (fragment, fused sentence, comma splice, subject-verb agreement, pronoun reference or agreement, verb form) occur with numerous other grammar, spelling, wrong word, punctuation, mechanical, or point of view errors. Word choice is often inaccurate, immature, or inappropriate. Multiple sentence structure/syntax errors make the paper difficult or almost impossible to read. If one type or a combination of types of errors, regardless of whether they are major or minor, seriously affects the readability of a paper, it will receive an "F."

Classroom Policies, Assignment Policies, and Due Dates

Assignment Deadlines and Requirements

1. Students are expected to submit college level work **on time, on the date on which the assignment is due**. **No late work will be accepted in the class. Please plan your time accordingly!**
2. All work (typed or hand-written) is expected to contain professional and appropriate language, correct grammar, correct spelling, and complete sentences.
3. All assignments must be in the **APA format** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html), unless otherwise noted.
4. Typed assignments must be in a recognized word processing software (such as Word, or Pages for MAC). **I must be able to open, save, download, and add comments to any attachment sent to me, otherwise, a grade of 0 will be given for any assignment sent in an unrecognized program.** Please do not send assignments in PDF format, unless otherwise noted.
5. If you forget to attach an assignment to your email in Blackboard, **the first time this occurs, I will allow you to submit the assignment ASAP after the deadline**, but no later than 12:00p.m. (CST) the following day. Any subsequent times in which you forget to attach an assignment/paper, a grade of 0 will be given for the missed assignment.

Unforeseen Circumstances

If a student is dealing with an unforeseen circumstance (e.g., a death in the family, an illness), **the student should contact the instructor immediately, before the due date of an assignment**. **Please do not assume that the instructor will change the date of an assignment, or extend the date, due to an unforeseen circumstance. It is only at the instructor's discretion that a due date**

may be amended or extended. If a date is changed, it will only be changed/amended/extended once. After that, a grade of 0 will be given for additional missed assignments.

Attendance

- Students are expected to attend **all class sessions, and attend class on time**. Being late is disruptive and disrespectful to the class. Please see the Disruptive Behavior policy, below.
- Students will be given four (4) absences to be used throughout the semester.
- If a student has five (5) or more absences, the student may be dropped from the course with a grade of F.
- If a student is late to class (5 minutes or more, up to 15 minutes late), he or she will be marked tardy. **Two tardies = 1 absence**, and these do count towards the four total allowable absences.
- If a student arrives to class 16 minutes late or more, without prior consult with the instructor, OR a documentable reason, the student will be marked absent, as this is disruptive to the class. This absence does count towards the four allowable absences in the class.
- If a student leaves class early without consult with the professor, the student will be marked absent for class that day. This absence does count towards the four allowable absences in the class.

Cellphone/Laptop/Tablet Usage in Class

Cellphones, tablets, and/or laptops may be used in the class for note-taking and academic purposes only. These devices should be kept on mute or off mode. No audible or videotaping is allowed without prior approval of the instructor. Taking phone calls in class is prohibited. Everyone in class is an adult and should act accordingly. If an emergency exists or you must take a phone call, you need to leave the room. If your call becomes lengthy and you miss 15 minutes of class, you will be marked absent. If phone calls become excessive, you will be asked to leave class and will be marked as absent. If I see anything distracting such as texting, I will ask you once to put the item (e.g., cell phone) away. If the behavior continues, and I have to ask you a second time, you will be asked to leave the class, which will count as an absence for that day.

Disruptive Behavior

You are an adult, and as such, you will be treated as one, with respect and professionalism, in the class! Being an adult also means being respectful to those around you. Do your best to be respectful of others and their right to learn in a peaceful environment in all aspects of classroom behavior. Disruptive behavior includes, but is not limited to creating distractions, talking out of turn, talking with classmates during lecture, wandering in and out of class, chronically showing up late, chronically leaving early, or improper use of technology. “Failure to comply with lawful directions of a classroom teacher relative to maintaining good order is considered misconduct on the part of the student. Repeated violations of disrupting a class will result in the student being dropped from the course.” (See Student Guide)

****If the instructor deems a student unprepared in any manner (e.g., consistently not bringing required materials/homework to class), and/or, if a student disrupts the learning environment, he/she will be asked to leave*

the class. If a student is asked to leave the class, this will result in an absence for that day, and this absence does count towards the student's allowable total of absences for the semester. If the student is continually unprepared for class in any way, and/or continually disrupts the learning environment, that student may be dropped from this course with the grade of F.

Plagiarism and Cheating

Students are expected to do their own work on all projects, quizzes, assignments, digital homework, exams, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant. Additionally, a student may be asked to meet with the Dean of Students for further disciplinary action.

What is Plagiarism?

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Two or more students turning in an assignment with the same answers;
2. Obtaining an examination by stealing or collusion;
3. Discovering the content of an examination before it is given;
4. Using an unauthorized source of information (notes, textbook, text messaging, internet) during an examination, quiz, or homework assignment;
5. Entering an office or building to obtain unfair advantage;
6. Taking an examination for another;
7. Altering grade records;
8. Copying another's work during an examination or on a homework assignment;
9. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
10. Taking pictures of a test, test answers, or someone else's paper.

Student Responsibilities

As a student, you are responsible for:

1. the learning process, including preparation for class, such as reading and homework; participation in class discussions, including asking relevant questions; getting

assignments and/or notes if absent; and accepting responsibility for not understanding an assignment or failing an assignment,

2. having an appropriate attitude and using appropriate language in academic environments; not use condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments,
3. having respectful behavior toward instructor and classmates in order to contribute to the atmosphere necessary for learning,
4. courteous actions to others, especially by putting away cell phones and other distractions while in class,
5. consistently monitoring grades and academic progress in the course (in the gradebook in Blackboard),
6. submitting all assignments in accordance with due dates, formats, and requirements,
7. avoiding all forms of cheating and plagiarism on all assignments, including improper collaboration with others,
8. asking questions (to the instructor) when something is unclear.

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the Professional Services and Energy Department at South Plains College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for South Plains College are expected to facilitate learning pursuant to the course objectives. However, instructors also are encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

