



## Criminal Justice Policy (CRIJ 5307.060)

**Term:** *Spring 2025*

**Course Dates:** Jan 13, 2025 - May 3, 2025

**Professor:** Bradley M. Scott, M.S.

**Course Times:** This is an online class

**Office Phone:** 361-244-6586

**Classroom:** Online appointment only

**Email:** [bradleyscott@uttyler.edu](mailto:bradleyscott@uttyler.edu)

**Office Hours:** I am located outside of the UT Tyler area, so do not hesitate to send me a message and we can arrange an in person session via Zoom.

### Artificial Intelligence (AI) Use:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is encouraged during the course, and appropriate acknowledgement is expected.

Example 1: I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information

b. Example 2: You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

c. Example 3: Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

### **Course Overview:**

This course examines policy within the criminal justice system from the standpoint of process, decision-making, and goal setting. The emphasis is on policy origin issues concerning rationalism, incrementalism, elitism, game theory, and power group competitions.

### **Goal of the Course:**

The goal of this course is to study and understand how policy is analyzed and made in the criminal justice system. It emphasizes on expanding students' understanding the tools necessary for creating and critically examining policy decisions in Criminal Justice. After taking the course, students should become familiar with contemporary criminal justice issues and the policies in which law enforcement, the courts, and society responds to them. This course will also provide foundation in research methods and policy analysis in the Criminal Justice degree program, as well as help student who plans a career in any aspect of criminal justice.

### **Learning Objectives for this Course:**

Upon their successful completion of this course, CRIJ 5307 students will be able to do the following:

- 1) The student will be to explain how policy is created and then implemented in the criminal justice system in America.
- 2) The student will be able identify and explain the consequences and unintended consequences of the different types of current policies in criminal justice.
- 3) The student will be able to identify and explain the driving theories behind the most contemporary criminal justice policies.
- 4) The student will be able to use the information from the course to create a policy that addresses a current/controversial issue in criminal justice.

### **Netiquette Explained:**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesies online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.

<http://www.albion.com/netiquette/corerules.html>

### **Integrity:**

UT Tyler has detailed guidelines regarding issues of integrity that ensure the quality of the education provided by the university. Consult the Student Handbook and always use the highest integrity while a student at UT Tyler.

## Required Textbooks and Readings:

- **Primary Textbook:** Mallicoat & Gardiner (20149). *Criminal Justice Policy*. Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4522-4224-8. **(Each student is expected to obtain the physical or electronic book.)**
- **Additional Readings:** Throughout the semester, you will encounter articles in addition to the Chapter reading for the given week that you are expected to read and cite for the necessary assignment. You will clearly see the hyperlink for you to access the article

## Recommended Resources (Optional):

- APA. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-3217-8
- Use the Purdue Owl as a resource because it is free and easy to use: (Use this first before you contact me for help) [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

## Course Structure:

This is an online course, but it is not a self-paced course. It is your responsibility to remain current. There are specific reading assignments and assessments that you are expected to complete on or before the due date/time. Of course exceptions of an emergency nature arise so please let me know if you cannot make the deadline for a particular assignment.

## Tips for Success in this Course:

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you've got commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up.
3. **Login regularly.** I recommend that you log in to Canvas regularly---every day if you can so you can view announcements and other course related content.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with me as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind early in the semester.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

## Graded Course Requirements Information:

### Introduction Assignment

The first week of class (the week of January 13<sup>th</sup>), there is a task for you to complete. First you will want to read the syllabus. The first thing to do is to post a picture of yourself on the padlet. Make it a close up pic so everyone can recognize who you are—I use the padlet to associate names and faces. My goal is to learn everyone's name in the course and get to know you better. Just use your phone, laptop, tablet, or whatever device you use to access the course---take a pic and list your name (first and last name). I also want you to include your major, where you are from and career aspirations. This is a free 100% to get the semester started and allows me to get to know you better. Win, win!! Yes, it does count in your final grade.

### Weekly Chapter Quizzes

Each week you will be responsible for reading the assigned chapter and taking the chapter quiz. These accountability measures are in place because students have told me without the quiz; they would not be inclined to read the chapter. Just look at the weekly assignments in Canvas and/or the schedule of events in this syllabus to see which weeks you are responsible for a quiz (which is most, if not all weeks). You have only ONE chance to take the quiz and your score will be recorded for your grade.

### Research Topic and Explanation

In week 4 (the week of February 3<sup>rd</sup>) I am asking you to provide me with a topic and brief explanation of where you want to go with your research paper this semester. I am just looking for your topic or topics and some background on where you want to go with in it. This is to start getting you thinking about your paper for the end of the semester.

### Research Outline

In week 8 (the week of March 3<sup>rd</sup>) you will provide me with an outline of your research paper starting with the topic and explanation, and then the sections (outlined) for your research. It does not need to be complete in every detail. Rather just a solid outline illustrating the main points you are focusing on for this assignment. This should really start narrowing your focus for the final paper.

### Discussion Boards

There are three discussion boards throughout the semester. These will help me review your thoughts, your writing, ability to paraphrase and incorporate reading knowledge into your argument, and APA intext and reference compliance. Please note, your initial post is due on Thursday (at 11:59pm) on the week each is assigned. This allows time for other students to respond to your post. Make sure you complete at least a 250-word initial post and reply to at least three other students for maximum points (minimum of two responses for some points). You are also **required to paraphrase** the readings using APA and provide an APA compliant reference. All your postings in each and every discussion board require at least one intext paraphrased citation (this means all your initial postings and all of your replies to other students' postings).

### Writing Assignments (Reflection Papers)

These four assignments throughout the semester will be focused on the topic we are discussing for that week. After reading the material for the week, you will craft a short paper answering the given question(s) for the policy that is being discussed. You will use the knowledge gained from course concepts you have

learned this semester and apply them to this assignment. You will also incorporate peer-reviewed sources into your paper.

Here are the minimum requirements:

1. Include a title page in APA format.
2. Write no more than six (6) pages (excluding title and references pages)---double spaced, using Times New Roman with 12 pt font.
3. Incorporate at least four peer-reviewed sources in your paper, formatted in the APA, 7<sup>th</sup> ed format for both your intext citations and references.
4. Use headings in the body of your narrative for each section.
5. Include a references page.

### **Video Presentations**

There will be three video presentation assignments to demonstrate your public speaking skills. These assignments require you to create a video about your knowledge of the section of the course. The presentation must be short, no longer than 10 minutes. Practice and prepare your presentation. Make the presentation professional in appearance, meaning be articulate and sitting at a desk---not slouching on a bed or couch---or walking through a park. You could also stand for the presentation. Each presentation will require you to think and apply the material you learned in your reading. All of these assignments are due no later than 11:59pm on Sunday.

For each presentation, you will be given a prompt related to your chapter reading for the week. In some cases, you will choose one of the three questions and prepare a video response (Using the Studio functionality in Canvas---look on the left side menu and you will locate Studio). Again, your presentation should be at least five minutes long, but no longer than ten minutes.

### **Semester Paper/Literature Review**

As part of your final grade you will be assigned a policy or research paper that will be due the last week of the semester. Based upon your topic paper assignment and other related preliminary paper assignments you will prepare a thorough literature review that is at least 10-12 full pages in length (not including the title and references pages). Your paper must incorporate at least ten peer-reviewed sources. You are likely going to have more than the minimum peer-reviewed sources---you can also include other credible sources, such as government documents, news outlets, think tank publications, etc.

The paper will consist of the following:

1. APA title page (not included as part of the 10-12 page requirement). No abstract required!
2. Introduction section
3. The current policy stated and explained
4. The limitations or problems of the policy stated

5. Literature review of the policy (limitations or consequences of the current policy)
6. Identification of the problem(s) and state the hypothesis of what needs to change and why?
7. Policy change or recommendations from the author
  - Is this a completely new policy change or minor change?
  - Is there a working model to support your change?
  - How will this be implemented and who will be affected?
8. Conclusion
9. References (not included in the 10-12 page requirement) in APA format!

In addition all citations, punctuation, grammar and formatting will be in APA 7th edition formatting for this assignment. Failure to do so will result in the loss of points on the final grade for this assignment.

The general structure of the paper will be as follows:

1. Use APA format. Use all requirements, refer to the APA Manual (7th edition) for assistance, direction, and guidance.
2. One inch margins.
3. Double space.
4. Times New Roman with 12 point font.
5. Title page (abstract is not required)
6. Main text of the paper to be at 10-12 pages in length, longer is ok also.
7. Use at least ten (10) peer-reviewed sources. Textbooks are not considered peer-reviewed sources (if you have questions about whether a source is peer-reviewed, please contact me).
8. Paraphrase your sources with intext citations using the APA documentation style.
9. Upload in a Word document (file ending in .doc or .docx)

Generally, when writing an academic paper you will not use the same informal type language you use during your daily conversations. Informal, conversational language, will negatively impact your grade.

### Grading Structure:

Assignment	Percentage %
Introduction Padlet	5%
Research Topic & Explanation	5%
Research Topic Outline	5%
Weekly Quizzes	10%
Discussion Boards	15%

<b>Writing Assignments (Reflection Papers)</b>	<b>15%</b>
<b>Video Presentations</b>	<b>15%</b>
<b>Final Paper</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

### Grading Scale:

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

### Late Work and Make-Up Exams:

Unfortunately, illnesses, deaths in the family, or other traumatic events are part of life. Such events are unwelcomed and because I understand how “life interferes with life,” if you contact me within 24 hours of the event **and** provide documentation, I will be happy to give you a make-up quiz or extend an assignment deadline.

The general rule is I will not accept any late assignments. Please pay particular attention to the due dates for each assignment.

### Attendance Policy:

This is an online course, but it is not a self-paced course. It is your responsibility to remain current. There are specific reading assignments and assessments that you are expected to complete on or before the due date/time. Of course exceptions of an emergency nature arise so please let me know if you cannot make the deadline for a particular assignment or be available for our zoom sessions.

### University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under “Syllabus”. Below are also links to the University Policies and Student Resources:

- [University Policies](#)
- [Student Resources](#)

## Calendar of Topics, Readings, and Due Dates:

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Important schedule reminders:

- All chapter reading/quizzes are due on Sundays by 11:59pm.
- All initial discussion board postings are due on Thursdays by 11:59pm with replies/responses due on Sundays by 11:59pm.
- All other assignments are due on Sundays by 11:59pm, unless otherwise stated.

*This is a tentative course schedule*

Week 1            January 13-19  
Chapter 1: The Politics of Crime and the Policy Making Process  
Art-Contextualizing CJ Policy-Making Process  
Art- Examining Public Opinion about Crime and Justice a Statewide Study  
Reference material: Chapter 1  
Learning Activities:  
**Introduction Padlet Posting due by Sun, Jan 19 by 11:59pm**  
**Quiz 1 is by Sun, Jan 13 by 11:59pm**

Week 2            January 20-26  
Chapter 2: The Influence of Research and Evidence-Based Practices on Criminal Justice Policy  
Ch2 Analyzing the Origins of Life Course Persistent Offending  
Ch2 Self Protection in Rural America”  
Reference material: Chapter 2  
**Quiz 2 is due by Sun, Jan 26 by 11:59pm**  
**Reflection Paper 1 is due by Sun, Jan 26 by 11:59pm**

**No Class on Monday, Jan 20 due to the MLK, Jr. Holiday—University is closed**

Week 3            January 27- Feb 2  
Chapter 3: Street-Level Bureaucracy: From Policy to Practice  
Ch3 Explaining Police Officer Discretionary Authority  
Ch3 Measuring the Impact of Police Discretion on Official Crime Statistics  
Ch3 Searching for Contraband  
Reference material: Chapter 3  
Learning Activities:  
**Quiz 3 is due by Sun, Feb 2 by 11:59pm**  
**Video 1 is due by Sun, Feb 2 by 11:59pm**

\*\*\*\*\* **January 27 is Census Day**

Week 4            February 3-9  
Chapter 4: Policing High-Risk Places  
Ch4 Crime and Disorder in Drug Hot Spots  
Reference material: Chapter 4



Learning Activities:

**Quiz 4 is due by Sun, Feb 9 by 11:59pm**

**Reflection Paper 2 due by Sun, Feb 9 by 11:59pm**

**Research Paper Topic & Explanation due by Sun, Feb 9 by 11:59pm**

Week 5

February 10-16

Chapter 5: Homeland Security: A New Criminal Justice Mandate

Ch5 Policing After 9-11

Ch5 An Exploratory Study of Local Homeland Security Preparedness

Ch5 Law Enforcement's Information Sharing Infrastructure

Reference material: Chapter 5

Learning Activities:

**Quiz 5 is due by Sun, Feb 16 by 11:59pm**

**Discussion Board 1 – Initial Post due by Thu, Feb 13 by 11:59pm, responses due by Sun, Feb 16 by 11:59pm**

Week 6

February 17-23

Chapter 6: Immigrant and Crime

Ch6 Collaboration between Federal and Local Law Enforcement

Ch6 Demographic Change and Ethnically Motivated Crime

Reference Material: Chapter 6

Learning Activities:

**Quiz 6 is due by Sun, Feb 23 by 11:59pm**

**Video 2 is due by Sun, Feb 23 by 11:59pm**

Week 7

February 24- Mar 2

Chapter 7: Mandatory Arrest Policies and Intimate Partner Violence

Ch7 A Cross National Comparison of Gay and Lesbian Domestic Violence

Ch7 Twenty Years of Mandatory Arrest

Ch7 When an Arrest is Not an Arrest

Reference material: Chapter 6

Learning Activities:

**Quiz 6 is due by Sun, Mar 2 by 11:59pm**

**Reflection Paper 3 due by Sun, Mar 2 by 11:59pm**

Week 8

March 3-9

Chapter 11: America's "War on Gangs": Response to Real Threat or Moral Panic

Ch11 Anti-gang Legislation and Its Potential Impact

Ch11 The Influence of Prison Gang Affiliations on Violence and Other Prison Misconduct

Reference material: Chapter 11

Learning Activities:

**Quiz 7 is due by Sun, Mar 9 by 11:59pm**

**Research Paper Outline is due by Sun, Mar 9 by 11:59pm**

Week 9

March 10-16

Chapter 13: Criminal Justice Responses to the Mentally Ill

Ch13 Estimating the Impact of Mental Illness on Costs of Crime

Ch13 Reentry to recovery

Ch13 Time to Prison Return for Offenders with Serious Mental Illness Released from Prison

Reference material: Chapter 13

Learning Activities:

**Quiz 9 is due by Sun, Mar 16 by 11:59pm**

**Discussion Board 2 initial post by Thu, Mar 13 by 11:59pm, replies due by Sun, Mar 16 by 11:59pm**

## **Week 10 March 17-21—Spring Break, thus—NO CLASSES!!**

Week 11

March 24-30

Chapter 18: Capital Punishment

Ch18 A Critique on Contemporary Death Penalty Abolitionism

Ch18 The Impact of Information on Death Penalty Support Revisited

Reference material: Chapter 18

Learning Activities:

**Quiz 10 is due by Sun, Mar 30 by 11:59pm**

**Video 3 is due by Sun, Mar 30 by 11:59pm**

Week 12

March 31-April 5

Chapter 9: Controlling the Sexual Offender

Ch9 Public Awareness and Action Resulting from Sex Offender Community Notification Laws

Ch9 Recidivism Rates of Sex Offenders up to 7 years later

Ch9 The Effects of Sex Offender Registration and Notification on Judicial Decisions

Reference material: Chapter 9

Learning Activities:

**Quiz 11 is due by Sun, Apr 5 by 11:59pm**

**Reflection Paper 4 is due by Sun, Apr 5 by 11:59pm**

**\*\*\*\*\*Last day to Withdraw from one or more classes is March 25**

Week 13

April 7-13

Chapter 16: Three Strikes: Passage, Implementation, Evaluation, and Reform

Ch16 An Absolute Revolving Door

Ch16 Officer Down Implications of the Three Strikes for Public Safety

Reference material: Chapter 16

Learning Activities:

**Quiz 12 is due by Sun, Apr 13 by 11:59pm**

**Discussion Board 3, initial post due Thu, Apr 10 by 11:59pm, replies by Sun, Apr 13 by 11:59pm**

Week 14

April 14-20

Chapter 20: Emerging Issues in Criminal Justice Policy

Reference material: Chapter 11

Learning Activities:

**Quiz 13 is due by Sun, April 20**

**Reflection Paper 5 due by Sun, April 20 by 11:59pm**

Week 15      April 21-May 3  
                  "Final Consultation"  
                  **Final Research Paper Due Apr 27 by 11:59pm**

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