

CRMJ 3110: Criminal Courts & Processes

Fall 2019

MWF 10-10:50am

Instructor: Kimberly Schweitzer, Ph.D.

kschweit@uwyo.edu

Arts & Sciences Room 307

Office Hours: Monday 3-5pm & Wednesday 8:30-9:30am

Note: I am also available by appointment. Send me an email, and we will set up a time that works for the both of us.

Teaching Assistant: Nicholas Michalski

nmichall@uwyo.edu

Biological Sciences Room 136

Office Hours: Tuesday 11am-12pm & Thursday 11am-12pm

Required Text: Hemmens, C., Brody, D. C., & Spohn, C. (2016). *Criminal courts: A contemporary perspective* (3rd ed.). Los Angeles, CA: SAGE Publications.

Prerequisites: CRMJ 1001, CRMJ/SOC 2400, and CRMJ 2210 or declared Public Law minor.

Course Description & Goals:

This course is designed to give you a broad overview and introduction to the criminal courts system. Throughout this course we will examine the criminal court system and processes utilized in the United States. Specifically, we will cover the different types of courts, the various actors that are involved in the court process, and the court process itself. Unfortunately, we will not be able to cover every topic and sub-discipline in depth. However, we will talk about a variety of concepts, terms, research findings, and applications related to the understanding of the criminal court system in the United States. By the end of the course, you should have a basic understanding of the U.S. criminal court system and the rationale and processes involved. This will be achieved by attending class and listening to the lectures, participating in the discussions, and completing the assigned readings, quizzes, and papers.

Grading Details:

Quizzes (225 points): There will be one quiz due at the end of every topic covered in this course for a total of 10 quizzes each worth 25 points. Questions will come from the lectures, textbook, videos, reading assignments, and discussions and will be multiple choice, true or false, fill in the blank, and short answer. The lowest of your scores will be dropped, which means you have the option to not take one of the quizzes. This should compensate for you having an off day or for any unexpected life events. Because one quiz score will be dropped, there will be **NO MAKE-UP QUIZZES** given unless your absence is sanctioned by the Office of Student Life or because of participation in a University-sponsored activity (in which case, you must talk to me before hand).

Papers (105 points): You will be asked to write three brief (2-3 pages each) papers for this course each worth 35 points. Details and topics for each paper are on the course webpage. For each paper, **follow the prompt given**, and **be sure to look at the “Paper Details” document and rubric** to make sure you have covered what the TA and I will be looking for. I *strongly encourage* each student to visit the Writing Center before turning in a paper (see the section “Writing Center” below for more details). Upload your Word document directly into WyoCourses; I will not grade papers that are emailed to me.

Exam: There will be one OPTIONAL cumulative final exam worth 50 points. This exam will be given during finals week. Questions may come from the lectures, textbook, guest speakers, discussions, handouts, and in-class activities. If you choose to take this exam, it will replace your second and third worst quiz scores (your “first” worst score is already dropped), assuming you do better. If you do worse, it will NOT hurt your grade.

Extra Credit: Opportunities for extra credit will be announced in class *if* they arise.

Grade Breakdown:

A	90 – 100%	C	70 – 79%	F	0 – 59%
B	80 – 89%	D	60 – 69%		

Attendance: As with many college classes, attendance in this class is not a part of your grade. That said, I strongly suggest you attend every class, as material covered in class will not always be in your book and will be fair game for quizzes.

Email Policy: Email is the best and easiest way to contact me with your questions. However, please refer to this syllabus and the course webpage before emailing me. I am more than willing to answer your questions, but past experiences have shown that the majority of students’ questions can be answered through a quick search of already possessed materials. Typically, I reply to emails the same day. Monday through Friday expect a response within 24 hours, unless I let you know I am sick or out of town; Saturday and Sunday, expect a response by the end of Monday (holidays are an exception). **If this does not happen, PLEASE email me again.** I receive a lot of emails and sometimes they get lost in the shuffle. If you have a question regarding an assignment, emailing me at 3 am the morning it is due is not the best idea. Email me a couple of days before instead. If your question is specific or elaborate and requires a more detailed response, email me and we can set up a time to meet and chat about it.

Email Etiquette: When you contact me via email, I expect your email to follow proper emailing etiquette. This means starting the email with a greeting; the body of the email should contain complete sentences and proper grammar, spelling, and punctuation; and you should end the email with your name. I understand many of you email from your phones. I do, too, but, that is not an excuse. Take 30 seconds and read your email before hitting send. Thank you in advance!

Plagiarism: Plagiarism can occur in many ways. Most obviously, plagiarism occurs when one directly takes text from a source and does not put it in quotations and/or cite the source. Plagiarism that is somewhat less obvious to students is paraphrasing knowledge attained from a source and not crediting that source. **Any information discussed in your assignments for this**

course that is not common knowledge (e.g., The sky is blue.) **or your own opinion** (e.g., I like hedgehogs.) **MUST be cited properly**. Plagiarized work will not be allowed. If you are unsure how to properly cite your sources, please contact the Writing Center, reference the APA manual or any of the numerous online resources (e.g., Purdue Owl), or speak with myself or the TA.

Writing Center: I highly encourage *every* student to visit the UW Writing Center *prior* to turning in each paper. In as short as a 30-minute appointment, the consultants at the Writing Center can help improve your paper and, therefore, your grade. To make an appointment, click “Schedule a Consultation” at <http://www.uwyo.edu/ctl/writing-center/index.html>.

Classroom Climate & Conduct: See link in syllabus on WyoCourses for policies regarding *academic dishonesty, classroom behavior, diversity, and duty to report*.

Learning Effectiveness Tools: See link in syllabus on WyoCourses for policies regarding *disability support services, changes to the syllabus, and student resources*.