

1. COLLEGE OF ARTS AND SCIENCES DEPARTMENT OF CRIMINAL JUSTICE

I. Locator Information

Instructor: Attorney Cheri Siler-Mack
Course: CRJC 202-01 Legal Aspects of Criminal Justice
Term: Spring Term IV- 2011
Credit hours: 3
Meeting times: MW 6:00 PM- 8:45 PM
Class location: E Army U Bldg Room –Room 214
Office Location:
Office Telephone: 678-2915
Email: csilerma@uncfsu.edu
Office hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description:

This course is a study of the *procedural* aspects of the legal process and the administration of justice that will include issues such as constitutional rights, participants in court processes, rules of evidence, and the exclusionary rule. Emphasis will be placed on individual rights throughout the criminal justice process from stop and frisk issues of a suspect to arrest and subsequently, to the accused at the trial stage. Search and seizure concerns for both individuals and property matters will be addressed to understand the changing impact Supreme Court decisions have had in this area. New and evolving concerns such as responses to terrorism and border searches will be explored.

III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Textbook

Del Carmen, Rolando V. (2010, 2007). *Criminal Procedure: Law and Practice*. Eighth edition, Wadsworth .Cengage Learning

V. Student Learning Outcomes:

Upon successful completion of this course the student will be able to:

- A. Examine individual rights throughout the criminal justice process from stop and frisk to trial of accused.
- B. Analyze Supreme Court decision for search and seizure issues.
- C. Recognize new and evolving legal issues that relate to terrorism and border searches.
- D. Critique the liabilities and consequences of police misconduct.

VI. Course Requirements and Evaluation Criteria:

1. **Class preparation and participation**- Each student **must** rent/purchase the required text necessary for class and be prepared to actively participate in the class discussion. (100 points)
2. **Course Journal**- Each student shall keep a journal (diary) of all class lectures/discussions. Five (5) important points should be noted in the journal per class. This journal is designed to provide you with excellent student notes for all quizzes and exams if prepared on a current basis. All journals must be submitted in a typed format. No handwritten journals will be accepted. Sample journals will be shared with students. (50 points)
3. **Quizzes**: There will be 2 written quizzes for the semester. The format is essay and short answer. (50 points each)
4. **Final examinations** will be scheduled according to the posted university schedule. The format is essay and short answer. Please do not ask for early examination exceptions. (100 points each)
5. **Course project**: Each student shall interview an attorney, judge,

probation officer, law enforcement person, or other persons who work specifically within the criminal justice system. An oral **and** typewritten presentation is required and submitted via Blackboard's digital dropbox (50 points).

6. **Midterm and Final examinations** will be scheduled according to the posted university schedule. The format is essay and short answer. Please do not ask for early examination exceptions. (100 points each)

Attendance, preparation and participation(studysheets)	100
Course journal	50
Quizzes X 2	100
Midterm Examination	100
Final Examination	100
Course project	50
Key Terms	50

Final Grading Evaluation Scale: **550 points possible**

92-100%	= 550-506	= A
82- 91%	= 505-451	= B
72- 81%	= 450-396	= C
62- 71%	= 395-341	= D
340- Below		= F

7. **Weekly Study Sheet:** there will be a studysheet assigned each week covering the weekly chapters that are discussed.
8. **Vocabulary-Key Terms:** students are required to keep a journal of the keep terms for each chapter that is covered. This will be graded, and a quiz will be given on the terms.

Attendance: **Attendance is mandatory.** Students are expected to arrive for class on time and remain in class until dismissed by the instructor. A student arriving more than ten (10) minutes after the class has begun will be considered absent for the class period and will not sign the roll unless arrangements have been made in advance with the instructor. A student who has to depart class early should prior inform the instructor and is responsible for missed work. OFFICIAL ROLL IS ALWAYS TAKEN AT THE **ORIGIN** OF THE CLASS HOUR AND STUDENTS NOT PRESENT ARE MARKED ABSENT.

Each student must have access to his/her book.

No excessive talking, profanity, sleeping, gum chewing, eating, etc. is allowed during class.

During Class: All students are required to bring his/her textbook, paper, and pen to each class.

Students are not to wear caps/head rags or hair rollers in class and no children are allowed in the classroom.

Cell phones and pagers ringing during class will cause the student to be asked to leave the class immediately.

Assignments: Assignments are to be handed in on time at the origin of the class hour. Assignments must be completed in a correct and acceptable form, or the assignments shall receive a zero. There is no make up for unexcused missed assignments. Students are responsible for all assignments. The textbook and all other assigned readings should be read each day as indicated by syllabus ***in advance of class.***

Study Assistance: Students are welcome to contact the professor to set up a time to receive additional assistance related to course requirements. Complete lectures will not be repeated during conference hours for those students who missed class due to a non excused absence.

Mutual Respect: Students shall always respect the instructor and the fact that class time is devoted to learning. Student shall respect his/her peers and him/herself in class. There shall be respect for the facts and opinions of class members. Also, no excessive extraneous talking will be permitted during class.

Academic Integrity: **For official university policy, please consult your catalog.**

The examination format varies to include essay, short answer, and case studies. Examinations are closed book and quizzes may or may not be announced. No make up examination is given, except with an officially documented, recognized, and promptly received excuse from an appropriate office.

The Code of the University of North Carolina (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.

VII. Academic Support Resources:

Smarthinking, Criterion, University College Learning Center, Blackboard.

VIII. Course Schedule:

Dates	Topics
Week 1	

Prepared By Attorney Siler-Mack
Spring Term IV 2011

Introduction and Overview

Chapter One – The Court System, Court Cases, and Sources of Rights

Chapter Two – Overview of the Criminal Justice Process

Oral presentations

Chapter Two – Overview of the Criminal Justice Process

Oral presentations

Chapter Three – Probable Cause and Reasonable Suspicion

Week 2 Chapter Four- The Exclusionary Rule

Oral presentations

Quiz 1

Chapter Five- Stop and Frisk

Oral presentations

Week 3 Chapter Six- Arrests, use of Force, and response to Terrorism

Oral presentations

Chapter Seven- Searches and Seizures of Things

Oral presentations

Week 4 Chapter 8

~~~**Last week for presentations**~~~

**Administration of the CLA Performance Task** (10 bonus points)

**Midterm Examination**

Chapter Nine- Searches and Seizures

**Week 5** Chapter Ten- Line-ups and other means of pretrial identification

Chapter Eleven- Confessions and Admissions

**Quiz #2**

**Week 6** Chapter Twelve- Constitutional Rights of the Accused during Trial

Chapter Twelve- Constitutional Rights of the Accused during Trial

Chapter thirteen- Legal Liabilities and other Consequences of Police Misconduct

**Week 7** Chapter thirteen- Legal Liabilities and other Consequences of Police Misconduct  
***Final Exams begin for graduating seniors***

**Week 8**  
**Review and catch-up for any missed work**  
**Last day of classes**  
**Final Examination**

**Please note:** Oral student presentations will be presented **before** week # 4.

**IX. Teaching Strategies:**

1. Lectures
2. Class discussions
3. Topic searches on the Internet
4. Written Assignments ( Course Interview project)
5. Course Journal
6. Quizzes and Examinations

**X. References:**

Abraham, Henry J. (1998). *The Judicial Process*. New York: Oxford University Press.

Mays, Larry G. and Peter R. Gregware. (2004). *Courts and Justice: A Reader*. Waveland Press.

Neubauer, David W. (2008, 2005). *America's Courts and the Criminal Justice System*. California: Thomson Wadsworth.

Stumpf, Harry P. and Kevin L. Paul. (1997). *American Judicial Politics*. Pearson Education.