



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

CRIJ 4312-120
Criminal Justice Ethics
Spring 2019

Class Location:	TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com/]
Instructor:	Steven L. Walden, MCJ, JD
Office:	N/A
Office Hours:	By appointment for phone contact
Class Hours:	Online
Contact Email:	Canvas Message

1.0 Course Overview

1.1 Catalog Course Description

This course presents an analysis of contemporary ethical issues in crime and justice. Classical and contemporary ethical theories will be applied to the discussion of such issues as discretion, corruption, use of force, racism, deception, professionalism, and the nature and meaning of justice.

1.2 Course Objectives

- 1) Students will demonstrate writing skills appropriate to the discipline of Criminal Justice. Please be aware that this is a **writing intensive course** and the course requirements are designed to ensure that students meet that objective.
- 2) Students will demonstrate proficiency in use of technology appropriate to the discipline of Criminal Justice.
- 3) Students will understand and value Criminal Justice ethics.
 - a. Students will demonstrate understanding of the nature of justice.
 - b. Students will demonstrate understanding of basic ethical theories and their application to criminal justice practice.
 - c. Students will identify ethical issues commonly occurring during criminal justice operations.
 - d. Students will demonstrate ability to apply knowledge and reasoning to resolving common ethical dilemmas encountered in criminal justice practice.
- 4) Students will demonstrate multi-cultural awareness and respect for cultural diversity.
- 5) Students will understand key concepts of Criminal Justice.
- 6) Students will apply key concepts to Criminal Justice create operational strategies and formulate justice policy.

1.3 Mode of Instruction and Course Access

This course is a 100% online course. This means there are no regularly scheduled class sessions. All sessions are collaborative. Collaboration is accomplished through active learning, interaction between participants and instructor, as well as interaction among participants themselves. Course material is presented in weekly segments. Each segment begins on Monday and ends on Saturday.

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This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. If a student has difficulty using Canvas, please call for toll-free assistance: 1-844-757-0953

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (room 104). Operating times and days can be found on the TAMUCT website

1.4 Student-instructor interaction:

I check my Canvas messages daily, typically early morning or in the evening, and I will respond to student inquiries within 24 hours. I am a full-time employed attorney, so access to my personal computer is *very limited* during normal working hours. In addition, I am in court almost daily, and at times in different cities, so please understand that I cannot take calls during those times. The Canvas message system is the preferred form of communication for this class. Important: Please do not use my TAMU-CT email for student/course communications, as I will not respond to those emails or messages. All student/course communications should be submitted through the Canvas Inbox. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work or message.

1.5 **911 Cellular:**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

2.0 **Required Textbooks (2)**

Shafer-Landau, R. (2018). *The Fundamentals of Ethics* (4th ed.). Oxford University Press. ISBN: 9780190631390.

Braswell, M., Miller, L., & Pollock, J. (2012). *Case Studies in Criminal Justice Ethics* (2nd ed.). Waveland Press, Inc. ISBN: 97815 77667476.

Recommended Sources (2)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Note: This work will be referred to as the APA Manual/Guidelines in this syllabus and in the course. Another helpful resource is: <http://owl.english.purdue.edu/>, (click the APA Style Guide).

Strunk, W., & White, E. B. *The Elements of Style*, available at: <http://www.bartleby.com/141/>.

Note: You are under no obligation to purchase a print version of this book.

NOTE: The student is expected to have an adequate knowledge of the essentials of grammar and writing style and of the guidelines for paper organization and referencing in accordance with the APA Manual. If the student does not have adequate knowledge in these areas, then the purchase and use of the two Recommended Sources is highly advisable. Failure to provide written work in accordance with the essentials of acceptable English writing style and APA guidelines will result in poor grades.

3.0 **Supplementary Materials:**

Supplementary material may take the form of online handouts, presentations, references from your instructor, power point presentations, and other online activities. This supplementary material is designed to broaden the educational experience and create more variety to the learning process.

4.0 **Course Requirements**

4.1 Weekly Chapter Review Questions & Class Discussion Questions

Week 1:

Students may earn **15 points** for the timely submission of their Academic Honesty Form, answers to the Syllabus Questions, and Student Introductions to the Class in the Discussion Board forum. Each item is worth 5 points each if submitted by the deadline, but the Academic Honesty Form must be submitted to the instructor in order to remain in the class, regardless if it is submitted by the deadline.

Weeks 2-17:

Per the Course Calendar, on Sunday the Instructor will post Chapter Review Questions for students in Canvas. The chapter review questions are designed to help students review their knowledge and understanding of that week's learning objectives. Students' answers to the Chapter Review Questions are due by 11:59 pm on Saturday of each week (see Course Calendar for all due dates). Students are expected to answer the Chapter Review Questions individually. It is very important that students answer the Instructor's chapter review questions by numbering their responses and using complete sentences, so that there is no confusion as to which question a student is answering. Here is an example of how to draft your answer using a complete sentence:

Instructor's question:

1. Discuss how habeas corpus defines/limits our judicial process for enemy combatants.

Student's answer using a complete sentence:

1. Habeas corpus defines/limits our judicial process for enemy combatants by (your specific answer).

Remember: Please number your responses. If responses are not numbered, a student will lose 50% of the possible points they could have earned.

Per the Course Calendar, each Sunday the Instructor will post a Class Discussion Question(s) on the Canvas Discussion Board. Class Discussion assignments provide students an opportunity to apply their understanding of the chapter learning objectives to a particular scenario, and to respond to other students' responses and comments just like in-class participation, (see section 14.0, entitled "Discussion Board Etiquette"). Students' responses to the Class Discussion assignment(s) are also due by 11:59 pm on Saturday of each week.

Chapter Review Questions and Class Discussion assignments will receive a completion grade if they are submitted by the due date and reflect a good-faith effort. **Please note:** the quality of a

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student's answers is typically a reliable indicator as to that student's performance on the assessments.

- Each week, the timely submission of good-faith responses earns a student 15 points for his/her responses to the Chapter Review Questions for a total of 195 points for the semester. Chapter Review Questions will be graded as follows: I will divide the total number of questions into 15 to determine the value of each question and multiple that by the number of good-faith responses there are to the assignment. For example, if there are five Chapter Review Questions for a particular week, I will divide five questions into fifteen total possible points, which means each question would be worth three points each (e.g. 5 questions divided into 15 points equals 3 points per question). If a student only answers in a good faith manner three out of the five questions, then that student would receive a grade of nine points (out of fifteen) for that week's Chapter Review Questions assignment. If students have any questions, please send me a Canvas message.
- Each week, the timely submission of good-faith responses earns a student 5 points for his/her responses to the Class Discussion Questions for a total of 65 points for the semester. Class Discussion Question assignments will be graded in the same manner as the Chapter Review Questions explained above; however, typically there are only one or maybe two Class Discussion Questions each week.

New Chapter Review Questions and Class Discussion assignment(s) will be posted sometime on Sundays and student answers and responses are due by 11:59 pm by the next Saturday. I will send out a class announcement each week as soon as I have posted that week's assignments. Please review the Course Calendar below for additional details.

4.2 Quizzes (260 points)

The student will complete 13 timed quizzes. Quizzes are open-book but must be completed individually. Each quiz is valued at 20 points. Quizzes must be completed by Saturday at 11:59 pm for each assigned week. Quizzes will be available from Thursday at midnight until Saturday at 11:59 pm to submit their quiz. Quizzes will consist of objective questions (e.g. multiple choice, true-false, etc.). If due to a scheduling conflict a student desires to take the alternative quiz at an earlier time than on the Thursday to Saturday schedule, then the following procedures will apply: (1) The student must notify the instructor by Canvas Message one week in advance; (2) The student must submit documentation as requested by the Instructor; (3) The alternative quiz will be in an essay format, and the student will have one hour to complete and submit the quiz to the instructor through Canvas; and (4) The decision to grant or deny a request to take a quiz prior to the regularly scheduled time is solely at the discretion of the Instructor. Note, the alternative quiz (like all tests) will focus on the Chapter Learning Objectives for that week, and it will be graded according to the essay rubric located at section 4.3 of the syllabus.

4.3 Writing Assignments (200 points)

Students will be responsible for completing two (2) writing assignments, and each writing assignment is worth 100 points each. The assignments will be posted on CANVAS – due dates are listed in the course calendar. These writing assignments are intended to require you to engage in critical thinking and logical reasoning as well as to further assist you in developing your written communication skills.

WRITING ASSIGNMENTS MUST MEET THE FOLLOWING SPECIFICATIONS AS WELL AS THE GRADING RUBRIC CRITERIA AT SECTION 4.7 OF THE SYLLABUS:

- Length: 3 pages minimum, 5 pages maximum; double-spaced; 12-pt. font and does not include the cover page or the references page. The assignment does require a cover page and a reference page in addition to the specified page limitations, but no abstract page is

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required. (Note: students will lose 50% of the possible points for not following the length criteria)

- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3rd person speech
- Must be completed in Microsoft Word and uploaded in CANVAS through the Assignment's tab. No other method of submission will be accepted.
- At least two (2) outside sources (beyond the course textbooks or notes) must be used for each assignment; sources must be appropriately cited in text and in a reference section as per APA standards. Information on APA formatting for citations and reference lists can be found at: <https://owl.english.purdue.edu/owl/section/2/10/>

WRITING ASSIGNMENT TOPICS:

Remember, as an ethics course, the aspect of each assignment you should be addressing should relate to the class content, not your personal opinion.

WRITING ASSIGNMENT #1 - Ethics Violations

Write an essay about a criminal justice practitioner who has been charged with ethics violations (this will take some research on your part). This could be a police officer abusing his/her discretion, a judge accused of taking bribes, excessive use of force by a corrections officer, etc. Outline the charges and explain the issues in terms of the ethics associated with the criminal justice system.

WRITING ASSIGNMENT #2- Application

Write an essay on ONE of the topics listed below defending a pro or con stance in regards to that issue. You will not be graded on the stance that you choose to support, but rather on how well you can support your stance using ethical theory, logical reasoning, and quality sources. This is NOT an opinion paper. Remember, this is an ETHICS course, so that is the aspect of your topic you should be addressing. The topics you may choose from are:

- Prison inmates have no right to rehabilitation
- Torture is a justifiable tactic in law enforcement anti-terror operations
- Deception is justifiable in criminal justice practice

4.4 Service (100 points)

Ralph Waldo Emerson remarked, in a lecture given at Harvard University in the 19th century, "Character is higher than intellect. A great soul will be strong to live as well as think." Thus, one may write about ethics and even publish articles on ethics, but until he lives ethically, then he misses the point.

Each student is required to engage in 15 hours of community service for the course. The student may wish to go online to Killeen Volunteers, Inc., or www.volunteermatch.org and enter a location to see what is available. In addition, a student may already know of some agency that will work with him. Examples of service might include the humane societies, tutoring, homeless shelters, spouse abuse centers, fundraising events, youth organizations, and a host of others. Service sites that would *not* be appropriate would be for-profit companies. Therefore, any organization that is a non-profit, governmental, or charitable organization would be appropriate

I will need a signed letter from a contact person who monitors your community service, verifying that you did at least 15 hours service. The contact person will need to supply a phone number or email address on the letter. Documentation of your service should be submitted in the Assignment section in CANVAS.

4.5 Service Learning Paper (100 Points)

A service learning paper is required for the course, which relates to the service you performed. The paper will have two sections: *description* and *analysis*.

Section One: Description (please address the following questions in your essay)

Had you ever done community service before? If “yes,” provide some details of this service. If “no,” then explain why you haven’t done community service before.

Briefly describe the organization where you performed service.

Briefly describe the service you performed.

Briefly describe, if any, difficulties you had in completing your service.

This section can be written in the first-person.

Section Two: Ethical Analysis

Interpret your service experience (required by this class) by reference to material from your assigned readings. How do you interpret intellectually what you did in service?

The descriptive portion of the paper should be 1 to 2 pages; the analysis part should also be 1 to 2 pages. Use the headings “Description” and “Analysis” in your paper to divide the two sections.

No cover page or abstract page is required. In the analysis section of your paper, you will need to cite sources when you refer to ethical concepts from your readings. A reference page is therefore required as well. Use APA guidelines.

SERVICE LEARNING PAPER MUST MEET THE FOLLOWING SPECIFICATIONS AS WELL AS THE GRADING RUBRIC CRITERIA AT SECTION 4.7 OF THE SYLLABUS:

- Minimum 2 pages, maximum 4 pages in length; double-spaced; 12-pt. font. No cover page or abstract page is required, but students should include a reference page. (Note: students will lose 50% of the possible points for not following the length criteria).
- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3rd person speech, unless otherwise specified
- Must be completed in Microsoft Word and uploaded in the Assignment section of CANVAS. No other method of submission will be accepted.
- Sources must be appropriately cited in text and in a reference section as per APA standards. Information on APA formatting for citations and reference lists can be found on the CANVAS homepage for this course.

4.6 Midterm and Final Exams (300 points)

The student will complete a timed midterm and a timed final exam, each valued at 150 points. The exams are open-book but must be completed individually. Please refer to the Course Calendar below for specific exam dates. All assigned readings and Instructor provided materials are subject to exam questions, but the exams are not cumulative. The midterm and final exams will most likely be essay, and all essays will be graded according to the rubric below.

4.7 Grading Rubric:

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, 12-point font, and Times New Roman style <p>(Weight: 10%)</p>	Follows poorly the requirements related to format and layout. <p>(0-3 pts)</p>	Mostly follows the requirements related to format and layout. <p>(4-7 pts)</p>	Closely follows all the requirements related to format and layout. <p>(8-10 pts)</p>
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency <p>(Weight: 80%)</p>	Essay is not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues. <p>(0-25 pts)</p>	Essay is mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues. <p>(26-53 pts)</p>	Essay is objective and addresses all the issues. Provided information is necessary and sufficient to discuss the issues. <p>(54-80 pts)</p>
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence <p>(Weight: 10%)</p>	Essay is poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent. <p>(0-3 pts)</p>	Essay is mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways. <p>(4-7 pts)</p>	Essay is well-written, without spelling or grammatical errors. Essay is well organized, clear, and ideas are presented in coherent ways. <p>(8-10 pts)</p>

Write to your **academic** audience. Stay **objective in tone** and use appropriate, professional language. Do not assume that the reader knows what you are writing about, what book you used, etc. Be clear and specific with your wording. Proofread for clarity and use the proper APA formatting for citing ALL sources. For help with APA formatting, refer to the following website:

<https://owl.english.purdue.edu/owl/resource/560/01/>

4.8 **Plagiarism:** If any portion of an exam is plagiarized, then the student will receive a zero for the exam, and your instructor may initiate proceedings for your suspension or expulsion from the University.

4.9 Instructions for Submission of Assignments and Assessments

- Academic Honesty assignment and answers to the Syllabus Review questions and the Chapter Review questions: should be submitted through the Canvas Assignment portal.
- Student Introductions to the Class: should be submitted in the Canvas Discussion forum.

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- **Class Discussions:** after you click on the thread in the Discussion Board for that week's assignment, please submit your answers as a "Reply." Here, student responses are just like in-class Discussion and are focused on specific question(s), and the forum is public for class-purposes, (see section 14.0, entitled "Discussion Board Etiquette").
- **Writing Assignments and Papers:** should be submitted through the Canvas Assignment portal.
- **Quizzes & Exams:** will be completed through the Canvas menu options located on the left side of Canvas under the tabs entitled, "Quizzes."

Important: Please do NOT use my TAMU-CT email for student/course communications. All student/course communications should be submitted through the Canvas Messages. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work.

5.0 Grading Criteria Rubric and Conversion

5.1 Rubric

Week One Assignments	15
Chapter Review Questions (13X15)	195
Class Discussion Questions (13X5)	65
Quizzes (13X20)	260
Writing Assignments (2X100)	200
Service	100
Service Learning Paper	100
Midterm Exam	150
Final Exam	150
Total Points	1235

5.2 Conversion to Course Letter Grade for Posting

Points	%	Grade
1106 – 1235	90 – 100%	A
982 – 1105	80 – 89%	B
859 – 981	70 – 79%	C
735 – 858	60 – 69%	D
0 – 734	0 – 59%	F

6.0 Posting of Grades:

All student grades will be posted in the Canvas Grade book and students should monitor their grading status through this tool. Grades are typically posted within one week after the due date. The exception to this will be the midterm due to it being an essay. I will notify students via a Canvas message and announcement when the midterm grades are posted.

7.0 Technology Requirements and Support

7.1 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

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Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

7.2 Technology Support

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student

Please be aware that technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues with technology support or your internet service provider well in advance of deadlines.

8.0 Course Calendar¹

Key for readings:

BMP = Case Studies in Criminal Justice Ethics – Braswell, Miller, and Pollock

RSL = The Fundamentals of Ethics – Russ Shafer-Landau

Wk	Date	Topics	Readings	Assignment Due
1	Jan 14-19	Class introductions in the Discussion Board, Answers to syllabus review questions and submission of Academic Honesty form in the Canvas Assignment menu tab. *With timely submission of answers to the syllabus review questions, self-introduction to class, & submission of the academic honesty form by 01/19/19 students will earn 15 points .	Syllabus & Academic Honesty form	*Answers to Syllabus Review Questions via Canvas *Introduction to Class in the Discussion forum *Submission of Academic Honesty form *All Due by 01/19/19
2	Jan 20-26	INTRODUCTION PART ONE: The Good Life Hedonism: Its Powerful Appeal Is Happiness All that Matters?	RSL: Introduction Chs. 1&2 BMP: pp. 1-12	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 1: Chs. 1&2 *All Due by 01/26/19
3	Jan 27- Feb 2	Getting What You Want Problems for the Desire Theory	RSL: Chs. 3&4 BMP: pp. 13-27	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 2: Chs. 3&4 *All Due by 02/02/19

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Wk	Date	Topics	Readings	Assignment Due
4	Feb 3-9	PART TWO Normative Ethics: Doing the Right Thing Morality and Religion Natural Law	RSL: Chs. 5&6 BMP: pp. 28-42	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 3: Chs. 5&6 *All Due by 02/09/19
5	Feb 10-16	Psychological Egoism Ethical Egoism	RSL: Ch. 7&8 BMP: pp. 28-42	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 4: Ch. 7&8 *All Due by 02/16/19
6	Feb 17-23	Consequentialism: Its Nature and Attractions Consequentialism: Its Difficulties	RSL: Ch.9&10 BMP: pp. 43-56	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 5: Ch. 9&10 *All Due by 02/23/19
7	Feb 24- Mar 2	Midterm Exam – by 10/20/18 Note: No Chapter Review or Class Participation assignments to be answered this week.	RSL: Intro & Chs 1-10 BMP: pp. 1-56	*No Chapter Review or Class Discussion assignments this week * Midterm : Chs 1-10 *Due by 03/02/19
8	Mar 3-9	The Kantian Perspective: Fairness and Justice The Kantian Perspective: Autonomy and Respect	RSL: Chs. 11&12 BMP: pp. 57-73	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 6: Chs. 11&12 * Writing Assign #1 *All Due by 03/02/19
9	Mar 10-16	Spring Break Note: No Chapter Review or Class Participation assignments to be answered this week.		*No Chapter Review or Class Discussion assignments this week
10	Mar 17-23	The Social Contract Tradition: The Theory and Its Attractions The Social Contract Tradition: Problems and Prospects	RSL: Ch. 13&14 BMP: pp. 74-89	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 7: Ch. 13&14 *All Due by 03/23/19
11	Mar 24-30	Ethical Pluralism and Absolute Moral Rules Ethical Pluralism: Prima Facie Duties and Ethical Particularism	RSL: Ch. 15&16 BMP: pp. 90-108	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 8: Ch. 15&16 *All Due by 03/30/19
12	Mar 31- Apr 6	Virtue Ethics	RSL: Ch. 17 BMP: pp. 109-122	*Answers to Chapter Review Questions *Responses to Class Discussion assignments * Quiz 9 : Ch. 17 *All Due by 04/06/19

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Wk	Date	Topics	Readings	Assignment Due
13	Apr 7-13	Feminist Ethics	RSL: Ch. 18 BMP: pp. 123-141	*Answers to Chapter Review Questions *Responses to Class Discussion assignments *Quiz 10: Ch. 18 *All Due by 04/13/19
14	Apr 14-20	Metaethics: The Status of Morality Ethical Relativism	RSL: Ch. 19 BMP: pp. 142-143	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 11: Ch. 19 * Writing Assign #2 *All Due by 04/20/19
15	Apr 21-27	Moral Nihilism	RSL: Ch. 20 BMP: pp. 143-150	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 12: Ch. 20 *All Due by 04/27/19
16	Apr 28- May 4	Eleven Arguments Against Moral Objectivity	RSL: Chs. 21 BMP: pp. 150-152	*Answers to Chapter Review Questions *Responses to Class Discussion assignment *Quiz 13: Chs. 21 *All Due by 05/04/19
17	May 5-10	Final Exam by 05/10/19 (Last Day of Class)	Chs. 11-21	* Final Exam: Chs. 11-18 * Documentation of Proof of Service * Service Learning Paper *All Due by 05/10/19

¹ Events are subject to minor revision

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

9.0 Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

10.0 Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

11.0 Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page:

[<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the

institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

12.0 Tutoring Resources and the University Writing Center

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

13.0 University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

14.0 Discussion Forum Etiquette

The Discussion forums are part of the learning process in our online class. I encourage relevant academic discussions of the instructor's questions. Discussions must always demonstrate professionalism and the upmost respect for all other participants. We all come from different backgrounds, cultures, and have varying levels of life experience. The sharing of this within the class is what makes it a richer environment. All of you are required to participate in the discussions, but remember, this is not a chat room. The discussion forum is designed to afford each student an opportunity to review and to relate to the week's topics. This is not a contest. It is a classroom. It is about sharing ideas and learning. Our goal is to be collaborative, not combative.

Please keep in mind that since we cannot see each other, we can only evaluate a person's intent by the tone of his/her posts and responses. An innocent remark can be easily misconstrued in the online environment. Take the time to re-read your responses carefully to make certain that they will not be perceived as a personal attack. Please approach other members of the class in a positive, respectful tone when formulating your responses. Since we don't have the advantage of body-language, it's hard to know for sure if your reader is bored, distracted, sarcastic, joking or sensitive about the topic. If something in class sets you off in a negative or emotional way, I recommend you give yourself time before responding with a negative reply.

Canvas etiquette: Please follow proper Canvas etiquette when sending messages to classmates or the instructor. See, https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html For example, writing in all caps, "I NEED A REPOSENSE ASAP!!!!" is the same as shouting. Please do not do that, as it is extremely unprofessional.

15.0 Being an Online Student

Online classes are offer exceptional opportunities because they provide flexibility. If you have a busy schedule or competing priorities, online classes may be a good alternative. However, please remember that with that flexibility there is responsibility. You alone have to maintain discipline throughout the course to complete all of the assignments. I find that using a calendar and marking all my deadlines, including the discussion thread deadlines, helps me, but you have to find what works for you.

Communication is important because you do not have the face-to-face reminders that you have in an in-person class. You must routinely review the announcements, your emails, and/or Canvas messages to remain informed. I would recommend checking frequently!

If you would like to gauge your readiness for online classes, you can take an assessment at:
<http://tamuct.smartermeasure.com>

16.0 Late Work

Make-up work requests for chapter review questions, class discussion questions, quizzes and exams will not be accepted or responded to unless accompanied with documentation (e.g. hospital admission forms). There may be early work that is accepted, if pre-approved in advance by the instructor. These scenarios arise when a student is scheduled for a significant medical procedure or a military assignment, and the student will be unable to complete the coursework due to his/her medical condition or military assignment. In these situations, I ask students to provide proof of the medical condition or military orders in advance by sending them to me through the Canvas Messages as an attachment. At the Instructor's discretion, he will provide the student with the necessary instructions for completing assignments prior to the posted due dates. In conclusion, "late work" is not accepted in this course for at least the following three reasons: (1) The Chapter Review and Class Discussion Questions are for a completion grade, so if completed in a good faith effort and submitted by the due date, then students receive the full credit; otherwise, students do not earn those points for that week; (2) The answers to the Chapter Review Questions are posted on Canvas on Sundays, which is the day after the due date, and this allows students time for a final review of that week's learning objectives, and (3) It would be unfair to the students who completed the assignments by the due date, if I accepted late work after the answers have already been posted. **Therefore, I do not respond to requests for make-up opportunities after an assignment's due date. If I receive a request to submit late work I will copy, paste, and send this section of the syllabus in a Canvas message to the student asking to submit or make-up late work.**

The final course grade will be posted within a few days of the final exam. **No incompletes will be awarded for this course.** If the student foresees that he will be unable to complete the course with a satisfactory grade, then he should consult with administration to determine if he should drop the course or accept the posted grade.

17.0 Modification of the Syllabus

The syllabus is subject to minor changes at the discretion of the instructor. It is the responsibility of the student to review regularly the syllabus throughout the semester.

18.0 Contact with Instructor

I check my Canvas messages daily, typically early in the morning or in the evening, and I will respond to student inquiries within 24 hours. I am a full-time employed attorney, so access to my personal computer is *very limited* during normal working hours. In addition, I am in court almost daily, and at times in different cities, so please understand that I cannot take calls during those times. The Canvas Inbox system is the preferred form of communication for this class.

Important: Please do not use my TAMU-CT email for student/course communications, as I will not respond to those emails or messages. All student/course communications should be submitted through the Canvas Inbox. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work.

19.0 Announcements

It is the student's responsibility to check for Announcements on Canvas. It is advisable for the student to check for Announcements daily on Canvas.

20.0 Extra Credit

Please do not ask for extra credit. This class already has three means of earning credit each week (e.g. chapter review questions, class discussion questions, and quizzes), and these are your opportunities to earn “extra” credit every week. *The instructor will not respond to requests for opportunities to earn extra credit.*

21.0 Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

22.0 A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

23.0 Important University Dates: (Please see the Course Calendar at Section 8.0 for dates related to this course)

SPRING 2019

March 19, 2018	Spring Semester Admissions Application Opens
October 22, 2018	Advising Begins for Spring Semester
October 22, 2018	Class Schedule Published For Spring Semester
November 1, 2018	Deadline for Scholarship Applications for the Spring Semester
November 5, 2018	Registration Opens for Spring Semester
November 15, 2018	Priority Deadline for International Student Spring Admissions Applications

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December 3, 2018	Priority Deadline for Spring VA Certification Request
January 2, 2019	Priority Deadline for Spring Admissions applications
January 10, 2019	Convocation
January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (<i>University Closed</i>)
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (<i>University Open</i>)
March 14, 2019	Spring Break – No Class (<i>University Open</i>)

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2019	
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester