

CCRJ 2113: Criminal Justice



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Course Number and Title: CCRJ 2213 – Introduction to Criminal Justice

Course Brief Description:

This course provides an overview of the field of criminology, focusing on the study of crime, criminal behavior, and the social responses to crime. Students will explore major criminological theories, patterns of criminal activity, and the ways crime is defined and measured. The course also examines how race, class, gender, and social inequality influence the criminal justice system. Through case studies, contemporary issues, and research-based discussions, students will gain a foundational understanding of the causes and consequences of crime in society and develop critical thinking skills necessary for careers in criminal justice, law, public policy, and related fields. 3 credit hours.

Purpose of the Course:

This Open Educational Resource (OER) Criminology course is designed to introduce high school students to the scientific study of crime, criminal behavior, and social influences on law-breaking. The purpose of this course is to help students understand why crime occurs, how social environments shape behavior, and how research and theory are used to analyze real-world problems in communities. This OER course aims to educate, empower, and equip high school students with the knowledge and skills needed to understand crime as a social issue, apply theory to real-world contexts, and develop critical thinking skills essential for academic and civic success.

As an OER course, all materials are freely accessible, allowing students, families, and educators to engage with high-quality academic content without cost barriers. This course supports college and career readiness, especially for students interested in criminal justice, psychology, sociology, social work, public policy, law, or community advocacy.

Prerequisite Knowledge:

No prerequisite is required for the course.

Student Course Learning Objectives (CLO):

At the end of this course, students will be able to:

1. Understand the difference between the various theories that describe criminal behavior

2. Apply criminological theories to cultural and local examples; be able to understand which theories work best for types of crime or criminal circumstances
3. Analyze how environmental, traumatic influences, genetics, criminogenic outcome and genetics are related to criminality.
4. Define the nine steps of the research process, analyze the differences between quantitative and qualitative approaches and compare inductive vs. deductive methods.
5. Analyze how social norms, peer associations, and structural inequalities influence criminal behavior by applying key sociological theories such as Differential Association, Social Disorganization, Anomie, and Strain Theory to historical and contemporary crime patterns in diverse contexts like Louisiana.
6. Evaluate the role of social bonds, community disorganization, and systemic disparities in shaping individual and group-level deviance.

Course Materials:

Textbook: Adaptation by Brandon Harmon, David Khey, Ashley Ojo, Franklyn Scott, Jasmine Wise. <https://louis.pressbooks.pub/criminology/>

Introduction to Criminal Justice contains glossary terms in-text which allows for students to click on them to see the definition and interactive H5P elements. Students are expected to complete the exercises in the book.

Instructor Contact Information: *[Keep as a placeholder for future adopters]*

Instructor:

- Name:
- Email:
- Phone:
- Office:
- Office Hours:
- Communication policy: *[Instructors might state that they will reply to emails within 24 hours, and feedback for assignments will be posted within a week after the due date. This information typically appears in the course syllabus or in a "Start Here" folder.]*

Course Schedule:

Module	Topics and Concepts List and describe as necessary the topics and concepts covered in each weekly unit.	Corresponding Course Materials Where relevant, indicate if the resource is a chapter(s) or section(s) of a larger resource.
0 Getting Started	Getting Started	
1	Module 1: Crime and Criminology	Module 1: Discussion Forum Module 1: Quiz
2	Module 2: Classical Theories of Criminology	Module 2: Discussion Forum Module 2: Quiz
3	Module 3: The Scientific Method and Empirical Research	Module 3: Discussion Forum Module 3: Quiz
4	Module 4: Positivist Theories of Criminology	Module 4: Discussion Forum Module 4: Quiz
Mid-Term Exam	Mid-Term	Mid-Term
5	Module 5: Social Disorganization and Differential Association	Module 5: Discussion Forum Module 5: Quiz
6	Module 6: Anomie and Strain Theory	Module 6: Discussion Forum Module 6: Quiz
7	Module 7: Control, Rational Choice, and Routine Activities Theory	Module 7: Reflection Assignment Module 7: Discussion Forum
8	Module 8: Labeling Theory	Module 8: Reflection Assignment Module 8: Discussion Forum
9	Module 9: Critical Theory	Module 9: Discussion Forum Module 9: Quiz
10	Module 10: Feminism and Intersectionality	Module 10: Discussion Forum Module 10: Quiz
11	Module 11: Integrated Theory	Module 11: Discussion Forum Module 11: Quiz
Final Exam		

Course Policies: *[outline these as best as you can in terms of what is required for this course]*

Technology Requirements *[Adopting instructor will need to add any additional technology requirements.]*

Students must have access to a laptop or desktop computer that can connect reliably to broadband internet, as well as the ability to navigate the school's Learning Management System (LMS). Chrome, Firefox, and Safari are recommended web browsers to use for accessing the school's LMS and submitting materials online. Students will need speakers, headphones, or ear buds to listen to videos and podcasts.

Computer Skills

Students must have at least basic proficiency in word processing applications (Microsoft Word, Google Docs, etc.) and be able to submit files to an online system.

Evaluation

May include both formative and summative assessment included, graded items, and expectations around assessments (participation, submission process). Note the role of the H5P content in Pressbooks: is this for self-practice or for a grade. If graded, indicate the grading scheme (is it graded based on average attempt, best attempt, first attempt, or last attempt). Assignments will be graded at a time designated by the instructor within institutional guidelines, if applicable.

Grading Policy

The whole discussion forum is worth up to 10 points based on the criteria of the Criminology Moodle Discussion Rubric. The rubric can be found in the advancing grading link above as well as in the course syllabus. (Syllabus)

Quizzes are self-graded with immediate scoring feedback provided. No partial credit will be given. Each question is worth 5 points for a total of 25. (Quizzes in syllabus)

Scoring feedback will be provided the following Monday. (Discussion Forum in syllabus)

Scoring feedback will be provided one week after the due date. (Reflection Assignment in the syllabus)

Midterm Exam is tentatively scheduled for TBA. The Final Exam is tentatively scheduled for TBA. The Midterm Exam is worth a maximum of 100 points. The Final Exam is worth a maximum of 100 points. Additional exam information is available on the course's LMS website. I will provide scoring feedback for your exam(s) NLT one week after the exam due date. It is essential that you submit exams on time. Makeup examinations will NOT be given without legal documentation warranting absence (i.e. doctor's excuse, obituary, judge's orders, etc.).

No partial credit will be given for quizzes, midterms, or final exams.

Grade are based on the following assessments:

- Discussion Forums 11 assignments @ 10 points each for a total of 110 points
- Reflection Assignments 2 assignments @ 100 points each for a total of 200 points
- Quizzes 9 quizzes @ 25 points each for a total of 225 points
- Midterm 100 points
- Final Exam 100 points
- Total Points 735 points

Due dates will be posted on LMS.

Grades will be assigned as follows:

90% (661.5 points) starts A, 80% (588 points) starts B, 70% (514 points) starts C, 60% (441 points) starts D, below 60% (433 points) is F, no rounding on points or percentages.

Incomplete grades will be issued only if you have gone through the proper process and have a reason beyond your control. The need for an incomplete must be made known via phone message or E-mail no later than the last official day of classes. Grades will not be changed to I after grades are sent on to be processed.

I will be happy to discuss your status in the course anytime, but I am legally prohibited from sharing your actual grades over the phone. Please visit with me during office hours or contact me by secured email (preferably through LMS using your {SCHOOL NAME} email) if you need to know your actual grade.

Late Assignment Policy

Meeting deadlines is an important part of academic responsibility and prepares students for college and professional expectations. However, this course also recognizes that students may face challenges.

Standard Late Policy

- Assignments submitted 1–2 days late will receive a 10% deduction per day.
- Assignments submitted 3–5 days late may receive up to a 50% deduction.
- Assignments submitted more than 5 days later may not be accepted, unless prior approval is granted.

University Policies and Support: *[Keep as a placeholder for future adopters]*

- **Code of Conduct**

- **Online Etiquette**
- **Academic Integrity**
- **Diversity Statement**
- **Accessibility and Disability Services**
- **Technology Support**
- **Academic Support Services**
- **Student Withdrawal Policy**
- **Student Grievance Policy**
- **Incomplete Grades**

Computer Skills and Digital Information Literacy Expectations

This OER Criminology course requires students to use technology responsibly and effectively to access course materials, complete assignments, conduct research, and communicate ideas. Developing strong computer and digital information literacy skills is essential for success in this course and for preparation for college and future careers in criminal justice, psychology, sociology, and related fields.

Expected Computer Skills

Students are expected to be able to:

- Access and navigate the learning management system (LMS) to view readings, videos, announcements, and assignments
- Use basic computer functions, including file management, downloading and uploading documents, and saving work in appropriate formats (e.g., PDF, Word, Google Docs)
- Create, edit, and submit written assignments using word-processing software
- Use presentation tools (e.g., Google Slides, PowerPoint) when required for projects or presentations
- Communicate professionally through email, discussion boards, or LMS messaging tools
- Use school-provided devices and software responsibly and in accordance with institutional technology policies

Students who need support with basic computer skills are encouraged to seek assistance early through instructors, school technology support, or available tutorials.

Digital Information Literacy Skills

Because this course emphasizes research, theory application, and real-world analysis, students are expected to demonstrate digital information literacy by:

- Locating credible and relevant sources, including OER materials, academic articles, government reports, and reputable news sources
- Distinguishing between reliable information and misinformation, opinion-based content, or biased sources

- Evaluating sources for accuracy, credibility, relevance, and timeliness, especially when analyzing crime data or social trends
- Properly citing digital sources and understanding plagiarism and intellectual property rules
- Synthesizing information from multiple sources rather than copying or relying on a single website
- Using digital tools, including AI, ethically and in accordance with course academic integrity guidelines

Ethical and Responsible Technology Use

Students are expected to:

- Follow institutional acceptable use and academic integrity policies
- Protect their login information and personal data
- Use technology to support learning, not replace critical thinking or original analysis
- Ask for guidance when unsure about appropriate technology or source use

Purpose of These Skills

The computer and digital literacy skills developed in this course support students' ability to:

- Conduct meaningful criminological research
- Applying theories to real-world and local contexts
- Communicate evidence-based arguments clearly and professionally
- Prepare for college-level coursework and digital learning environments

By meeting these expectations, students will gain the technological confidence and information literacy necessary to be responsible digital citizens and critical consumers of information in an increasingly data-driven society.

Academic Integrity and Ethical Scholarship

Academic integrity is a core expectation of this course and an essential skill for success in high school, college, and future careers in criminal justice, psychology, sociology, and related fields. Students are expected to complete all coursework honestly, independently, and responsibly, while giving proper credit to the ideas and work of others.

What Academic Integrity Means in This Course

To comply with institutional academic integrity policies, students must:

- **Submit original work** for all assignments, including written responses, theory applications, research activities, quizzes, and projects.
- **Properly cite sources** when using ideas, statistics, definitions, or quotations from textbooks, articles, videos, or online materials even when paraphrasing.

- **Use course materials appropriately**, including OER readings and instructor-provided resources, without copying text verbatim unless clearly quoted and cited.
- **Complete assessments independently**, unless an assignment explicitly allows collaboration or group work.
- **Use technology ethically**, including AI tools, research databases, and online sources, only as permitted by the instructor.

Examples of Integrity in Course Assessments

Because this course emphasizes theory application and real-world analysis:

- When applying criminological theories (e.g., Strain Theory, Differential Association) to Louisiana or local examples, students must use their own words and reasoning, not copied explanations from websites or classmates.
- Research-related assignments must reflect the student's understanding of quantitative vs. qualitative methods, inductive vs. deductive reasoning, and the research process.
- Reflections on trauma, environment, peer influence, or community factors should be thoughtful, personal, and evidence-based, not generated or copied without understanding.

Academic Dishonesty Includes (But Is Not Limited To):

- Plagiarism (copying or closely paraphrasing without citation)
- Submitting another person's work as your own
- Using AI-generated content without permission or proper acknowledgment
- Sharing answers on quizzes or assessments
- Reusing the same assignment for multiple classes without approval

Violations of academic integrity may result in a zero on the assignment, required resubmission, parent/guardian notification, referral to school administration, or other consequences consistent with institutional policy.

Responsible Use of AI and Technology

If AI tools are permitted for brainstorming or outlining:

- Students must clearly acknowledge their use
- AI may not replace original thinking, analysis, or writing
- Final submissions must reflect the student's own understanding and voice

If AI use is not permitted for a specific assignment, any AI-generated content will be treated as academic dishonesty.

Extensions and Special Circumstances

Extensions may be granted for:

- Illness or medical emergencies

- Family emergencies
- School-sponsored activities
- Technology or access issues beyond the student's control

Students should communicate with the instructor before the due date whenever possible. Documentation may be required in accordance with school policy.

Make-Up Work and Accountability

- Late work must still meet academic integrity standards and learning objectives.
- Repeated late submissions may impact participation or course progress.
- Students are encouraged to use planning tools, reminders, and instructor check-ins to stay on track.

Commitment to Learning

By following academic integrity standards and submitting work on time, students demonstrate respect for themselves, their classmates, and the learning process. These expectations support the course's goal of helping students become critical thinkers, ethical scholars, and informed community members.

If students are ever unsure about citation, collaboration, AI use, or deadlines, they are encouraged to ask questions early seeking clarification is always the right choice.