JUS361 Ethical Issues in Criminal Justice
(3 credit hours)
Course Syllabus

Course Description

This course is designed to identify and examine ethical issues among practitioners in a variety of criminal justice fields including issues surrounding morality, justice and the law, being an ethical professional, discretion, and corruption. The course will promote inquiry that combines ethical analysis with a practical awareness of the realities of the criminal justice system.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Comprehend the various theories pertaining to ethical systems and their historical development.
2. Identify ethical dilemmas and through applications, evaluations, and synthesis of theoretical ethical systems/ models and current research, resolve such ethical dilemmas.

Prerequisites/Corequisites

Any PHI and JUS202

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Pollock, J. M. (2022). Ethical Dilemma and Decisions in Criminal Justice. 11th Ed. Cengage

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the Tiffin University Library. You might consider registering for one of the library's many webinars on library research, source

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evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

In this course, you will be asked to complete the following types of activities:

1. Discussion Boards
   a. Debates
      i. You will choose or be given a topic to research and locate supporting sources to present one side.
   b. Reflections
      i. You will create an "internal dialogue" to memorialize your internalization and synthesis of course concepts and content.
2. Devils Advocate Essays
   a. You will be asked to create arguments to support the opposite of your chosen theory or idea.
3. Flow Charts
   a. you will be asked to create a flowchart to illustrate a process, behavior, or procedure.

4. Essays
   a. You will be asked to write a standard APA format easy (Title Page, Abstract, Body, Conclusion, and References)
5. Mixed Media Projects
   a. You will use media reports to analyze real-world dilemmas.
6. Mini Position Papers
   a. You must take a position on a given topic and present your thoughts, supported by research.
7. PowerPoint Presentations Videos
   a. You will use PowerPoint to create a video presentation of the assigned topic.
8. Case Study
   a. You will be required to select a case and analyze it to illustrate the course CLOs and WLOs
9. Final Paper and PowerPoint Presentation.
   a. You will be required to complete an APA paper and create a PowerPoint presentation summarizing the paper.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (50)	**Discussions** Activity 2.1 (50)	**Discussions** Activity 3.1 (50)	**Discussions** Activity 4.1 (50)	**Discussions** Activity 5.1 (50)	**Discussions** Activity 6.1 (50)	**Discussions** Activity 7.1 (50)	**350**
Assignments Activity 1.3 (50) Activity 1.4 (50)	**Assignments** Activity 2.2 (50)	**Assignments** Activity 3.2 (75)	**Assignments** Activity 4.2 (50)	**Assignments** Activity 5.2 (50)	**Assignments** Activity 6.2 (75)	**Assignments** Activity 7.2 (250)	**650**
150	**100**	**125**	**100**	**100**	**125**	**300**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%

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D	<70

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	❏ MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: Student Introductions Ethics, Morals, and Human Behavior	❏ WED: Activity 1.1: Meet Your Peers - Optional Posts ❏ WED: Activity 1.2: Ethics and Morality - Initial Post ❏ SAT: Activity 1.2: Ethics and Morality - Secondary Posts ❏ SUN: Activity 1.3: Flowchart ❏ SUN: Activity 1.4: Theories
Week 2: Discretion Corruption Dilemmas Response	❏ WED: Activity 2.1: Reflection - Initial Post ❏ SAT: Activity 2.1: Reflection - Secondary Posts ❏ SUN: Activity 2.2: Use of Force
Week 3: Evidence Interviewing/Interrogati ons Discretion	❏ WED: Activity 3.1: Interview and Interrogation Techniques - Initial Post ❏ SAT: Activity 3.1: Interview and Interrogation Techniques - Secondary Posts ❏ SUN: Activity 3.2: Investigative Misconduct
Week 4: Law and justice Discretion Misconduct Dilemmas Response	❏ WED: Activity 4.1: Subjectiveness - Initial Post ❏ SAT: Activity 4.1: Subjectiveness - Secondary Posts ❏ SUN: Activity 4.2: Judicial Activism and Constructivism
Week 5: Incarceration and rehabilitation Role conflicts	❏ WED: Activity 5.1: Rehabilitation - Initial Post ❏ SAT: Activity 5.1: Rehabilitation - Secondary Posts ❏ SUN: Activity 5.2: Correctional Misconduct

Misconduct	
Week 6: Investigative, prosecutorial, and appeal misconduct and response	❏ WED: Activity 6.1: Wrongful Prosecution and Conviction - Initial Post ❏ SAT: Activity 6.1: Wrongful Prosecution and Conviction - Secondary Posts ❏ SUN: Activity 6.2: Wrongful Convictions and Compensation
Week 7: Making ethical choices	❏ WED: Activity 7.1: Ethical Dilemma Trends - Initial Post ❏ SAT: Activity 7.1: Ethical Dilemma Trends - Secondary Posts ❏ THU: Activity 7.2: Upcoming Ethical Dilemmas

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.

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- Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:

  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

  - provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

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Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

Additional Support

If you need to consult an academic advisor refer to TU's Meet the Team page. For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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