Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button AT THE END OF THIS SECTION.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online Student Handbook.
- You have read, understood, and will comply with computer and software requirements as specified in the Student Orientation Course.

CRIJ/BOR 4354 Professionalism & Ethics in Criminal Justice Agencies
ONLINE, 8-WEEKS

Course Description/Overview

This course will examine the diverse dimensions of ethics and ethical behavior within criminal justice agencies. In this course, the student will conduct directed research on an ethical topic related to Border Patrol administration or operations and present the results of that research.

Course Prerequisites

While there are no pre-requisites required, the course materials, assignments, learning objectives and expectations in this upper-level undergraduate course assume that the student has completed all lower level general education coursework. Such coursework is necessary to develop research, writing and critical thinking skills. Students who have not fulfilled all general education requirements will be at a great disadvantage and should strongly consider completing those requirements prior to registering for this course.

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. The maturity and discipline to complete weekly assignments in a timely manner is highly recommended. Additional technical skills are not a prerequisite for this course.

Time spent on this course

Students can expect to spend a minimum of 6 hours per week to complete all the readings and assignments. The lessons themselves take as long as the student will require to read the materials and watch or listen to media presentations.

Course Required Readings:

**REQUIRED TEXTBOOK:**
Cheeseman, K., San Miguel, C., Frantzen, D., & Nored, K. (2011). *Everyday ethics for the criminal justice professional*. 2nd edition. Durham, NC: Carolina Academic Press. ISBN: 978-1-59460-883-4. (Or any edition of this book.) Used copies are available through various internet venues. Rental e-copies are also available on internet stores. Please carefully compare prices before purchasing! Having a copy of the textbook is a requirement and you will understand, much better, what we are doing in the class. Assigned readings from the book are included in each Blackboard lesson. Other readings are assigned each week and are provided to you in PDF format, or will link directly to the web site of interest. Additionally, where possible, videos are utilized to enhance student learning.

**Course Objectives**

When you finish this course you should be able to:

- Define ethics and be able to demonstrate the importance of ethics to Criminal Justice agencies as well as why Border Patrol and other law enforcement agents are held to a higher standard of ethical behavior than the ordinary citizen and have a notion as to how to assess that standard.
- Understand the influence of Aristotelian ethics and ideology on current philosophical thinking as well as differentiate between absolute ethics and situational ethics and understand the significance of each and explain the difference between deontological and teleological ethics and analyze the relationship between utilitarianism and deterrence as well as the importance of both to the current criminal justice system.
- Critically examine situations in which organizational ethics are in conflict with individual ethics and construct appropriate arguments for both sets of ethics as well as analyze responsibilities of the criminal justice supervisor and understand the importance of maintaining the Constitutional rights of individuals and how this relates to illegal aliens, smugglers and suspected terrorists.
- Analyze the reasons for the creation of the U.S. Border Patrol and its significance to the War against Terror as well as discuss aspects of Border Patrol operations, such as racial profiling and fence building along the border, as they relate to ethical organizational behavior.
- Define terrorism and analyze ethical issues in fighting terrorism and be able to synthesize arguments regarding the ethical use of interrogation techniques and analyze Arizona State Bill 1070 and its implications for the future as well as synthesize ethical arguments regarding this Bill.

**Grading Policies**

This course employs two short (5 page) papers, activities such as short quizzes and weekly discussions to measure student learning. You need to DIRECTLY CITE YOUR SOURCES IN ALL writing assignments and in ALL discussions. These scholarly sources will back up what you are saying in your answers to the questions. Each assignment is worth 100 points and each week's Discussion Board or Activity requirement is worth 100 points. Discussion grades include the main post and the required responses to other students per instructions provided by the instructor.

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<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Writing Assignment #1: See description: 5-page paper, topic to be assigned by</td>
<td>25% of total grade</td>
<td>Sunday by midnight in Week 4</td>
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Writing Assignment #2: See description: 5-page paper, topic to be assigned by professor, citations and references REQUIRED. | 25% of total grade | Sunday by midnight in Week 7

Participation in the Discussion Board | 25% of total grade | Weekly
Grading in Discussion Board will be an AVERAGE of all Discussion Board grades.

Assigned Activities will appear in a few LESSONS and will be added to the “To do:” LIST for those lessons. These may include quizzes, etc.. Grading in Assigned Activities will be an AVERAGE of all Assigned Activities. | 25% of total grade | As Assigned in various lessons. Due date will be set in Assigned Activity

**Grades**

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 - 69 %
F = 59 % and below

**Final Exam**

This course does not require a final examination, as such, but does require a submitted final project. This project, Writing Assignment #2 will be due on the Sunday, of the 7th week. This will allow time for
grading. If you are asked to re-write portions of any assignments, please do so a.s.a.p., for a better grade!

Learning Assessments

Knowledge of course objectives and learning outcomes will be assessed through:

Weekly Discussion Questions and Short Activities, and 2 Written Assignments

Weekly Discussion Questions and/or Activities allow the student to demonstrate comprehension of lesson materials and all textbook readings by preparing a response to a discussion question(s) posed by the instructor. The student response is assembled from knowledge gained through course materials and independent research, using the ASU online library and its scholarly journals. All students should follow the "General Rules for Discussion Questions Posts" below. Failing to follow these rules and guidelines may result in score deductions. Formal grading of weekly discussion questions will be completed using the Discussion Question Grading Rubric.

General Rules for Discussion Question Posts:

- All students MUST participate. Failing to participate may result in a failing grade for the course. Students must post a response to the instructors' weekly question by 11:59 p.m. CST on Thursday of each week following the release of the lesson and must respond to a minimum of two other students' postings by 11:59 p.m. CST on the following Sunday.
- Initial postings must consist of a minimum of 200 words and sources MUST be cited.
- Responses to classmates MUST be a minimum of 100 words and sources MUST be cited.
- At the end of each posting, you MUST include an ACCURATE number of the words in the posting.
- Engage in an honest and forthright discussion, backing your position with proper references. There are no "correct" answers in the discussion area. There are only well-supported statements backed by scholarly journal references showing evidence for your position. See the Library Tutorial for ideas. You may cite your textbook in this class.
- Stating a position on an issue without providing a reference to source materials to back up your position is "simply your opinion." Such opinion statements are rarely appropriate in an academic setting.
- Avoid repeating the assigned readings in your own words. Use assigned readings as one of your resources, not as the single source for your post.
- Avoid plagiarism - paraphrasing a source document is plagiarism if you do not give the author due credit.
- Activities may be assigned in lieu of or in addition to Discussion Questions.

Writing Assignment #1: Due on Sunday by midnight on Week 4

This will be a minimum of five typed pages of text, plus a Title Page and a Reference Page. The exact topic will be assigned by the instructor in Lesson 2. You will use materials from the class as well as materials from Scholarly Journals and sources from the ASU Online Library.

Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. APA style format, MLA or Chicago style may be used in this assignment. To access the APA writing guidelines go to this link: http://owl.english.purdue.edu/owl/resource/560/01/. You may use another citation style if you are accustomed to a certain one. The rule is “be consistent” so that we can see where the material came from to support your position on a topic.

The paper should be double spaced, #12 font with 1" margins.

A link to the assignment instructions and upload space will be provided in the left side menu of your online course, as well as in Lesson #2. Late or worse, missing, work is inappropriate in this class.
Your papers will be graded using the Writing Assignment Rubric provided in the class under the left side menu online. It is recommended that you check your paper against this rubric before submitting it. Every writing assignment should be submitted as a Microsoft Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week.

**Writing Assignment #2:** due by midnight on Sunday, 7th week. This will be a minimum of five typed pages (Double Spaced) of text, plus a Title Page and a Reference Page. (This means that there are five pages of content, One Title Page, and One Reference Page) The exact topic will be assigned by the instructor in Lesson 5. You will use materials from the class as well as materials from Scholarly Journals and sources from the ASU Online Library. Cite your references in EVERY instance and include a properly formatted reference list and cover page with every assignment. APA style format may be used in this assignment. To access the APA writing guidelines go to this link: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). You may use another citation style if you are accustomed to a certain one. The rule is “be consistent.” The paper should be double spaced, #12 font with 1” margins. A link to the assignment instructions and upload space will be provided in the left side menu of your online course, as well as in Lesson #5. Late or missing work is inappropriate in this class.

Your papers will be graded using the Writing Assignment Rubric provided in the class under the left side menu online. It is recommended that you check your paper against this rubric before submitting it. Every writing assignment should be submitted as a Microsoft Word or PDF document. If you do not have Microsoft Office or Adobe Acrobat, then copy the text you have written directly into the assignment section of Blackboard during the appropriate week.

**Rubrics for Grading**

Discussion forums and writing assignments will be graded using a standardized rubric. It is recommended that you be familiar with these grading criteria and keep them in mind as you complete the writing assignments. There are two rubrics. Click the left-hand side online link in the course to download the PDF documents:

**Course Organization: ONE LESSON PER WEEK**

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<tr>
<th>Week 1/Lesson 1: Introduction to Ethics</th>
<th>This lesson introduces the student to ethics and why it is so important to the various agencies within the criminal justice system.</th>
<th>Read all Instructional Narrative Materials + Assigned Textbook Chs.</th>
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<tr>
<td><strong>Week 2/Lesson 2: The Theory of Ethics</strong></td>
<td>This lesson introduces the student to classical ethics and why it is relevant to the modern world. Each of the Greek philosophers (Socrates, Plato, and Aristotle) had their own ideas, and all have contributed to today’s thinking about ethics. To understand where we are we have to think about where we have come from. We also begin coverage of Kolberg’s Theory of Post Conventional Moral Thinking. We will carry this theme throughout the class.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<td>Week 3/Lesson 3: Ethics and Perspectives on Criminal Justice</td>
<td>This week’s lesson introduces the student to the two major perspectives in ethics: the deontological and teleological perspectives, and how both relate to Utilitarianism, deterrence, and the criminal justice system.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<td>Week 4/Lesson 4: Organizational Ethics and Individual Ethics</td>
<td>This lesson examines the differences between organizational ethics and individual ethics.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<td>Week 5/Lesson 5: Ethics and the Border Patrol</td>
<td>This week’s lesson will introduce the student to the creation of the U.S. Border Patrol. In addition, the relationship between the operations of the Border Patrol and the War on Terror are examined. Certain operations of the Border Patrol are critiqued in terms of ethical decisions. Writing Assignment #2 released with this lesson.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<td>Week 6/Lesson 6: Ethics and Civil Liability</td>
<td>This lesson describes the possible liability of criminal justice supervisors via vicarious liability, which means being legally responsible for any job related actions performed by one’s subordinates. The students are informed that both alleged enemy combatants and illegal aliens have some Constitutional rights according to recent Supreme Court decisions.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<tr>
<td>Week 7/Lesson 7: Ethics and Terrorism</td>
<td>This week’s lesson describes some of the ethical issues surrounding the changes following the terrorist activity on September 11, 2001. Most of the changes will be with us forever. The best we can do is to try and understand the reasons for our destination.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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<tr>
<td>Week 8/Lesson 8: Emerging Issues in Border Patrol Ethics</td>
<td>This final lesson of the course describes several controversial topics, including Arizona State Bill 1070, Operation Fast and Furious, and the operations of the JTF-6.</td>
<td>Read all Instructional Narrative Materials + Assigned Textbook Chs.</td>
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**Administration - Communication**

Students are expected to participate regularly through the course discussion forum. **Students may receive occasional A.S.U. emails from the course instructor and are expected to respond promptly.** Your professor is available for phone conversation, chat sessions, or video conferencing via Blackboard Collaborate with prior arrangement. Always email your instructor to set up a time.

**Attendance**
This is an online course and attendance is not taken. However, failure to participate in the discussion board, to communicate or respond to e-mails from the professor, is an indication something is wrong. Therefore, we have made both a significant component of the course grade as an enticement to keep you engaged in the learning process. Failure to participate or communicate on the part of a student will result in an appropriate reduction of your grade and possibly in your failure of this course.

**Late Work**

Late work is not acceptable. If your assignments are not submitted by the posted deadline, you may receive a zero for that assignment. If you have extenuating circumstances please email your Instructor as soon as possible BEFORE the assignment is due.

**Incompletes**

The University policy on grades of "Incomplete" is that the deficiency in performance must be addressed satisfactorily by the end of the next long (16 week) semester or the grade automatically becomes an "F". Grades of "Incomplete" will only be awarded to students who have demonstrated sufficient progress to earn the opportunity to complete the course outside of the normal course duration. The award of an "Incomplete" will only be made in rare circumstances, with the concurrence of the student and the professor on what specific tasks remain and when they are due for the grade to be changed to a higher grade. The determination of the need to award an "Incomplete" is entirely up to the professor's personal judgment.

**Add/Drop dates**

Students may add this course until close of business on.

Students may drop this course as specified by the University Administration by close of business on.

This course begins on Monday and ends on Friday.

**Netiquette**

The on-line setting of our course promotes the advancement of knowledge through positive and constructive debate. Classroom based discussions between instructors and students and among students has traditionally been guided by the instructor. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before the instructor has a chance to intervene.

Such activity and the failure to use proper etiquette and manners ARE NOT ACCEPTABLE in an academic setting and such inappropriate conduct IS NOT TOLERATED. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Our on-line classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to demean or restrict the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and especially- satire can easily be lost or taken seriously. Avoid the use of humor and/or satire in our academic setting.

**University Policies - Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](http://example.com) and the [ASU Student Handbook](http://example.com).
Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.eduto begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.