

# MIDDLESEX COMMUNITY COLLEGE

BEDFORD · MASSACHUSETTS · LOWELL

## Strategies for Success COURSE GUIDE

### Law and Order



achievement ★ persistence ★ retention ★ engagement

## **Title III Strengthening Institutions Project**

### **Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement**

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The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.

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# Law and Order

## Course Guide for Infusing College Student Success Skills

Every society has both formal and informal means of requiring people to follow its rules. *Law and Order* examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics are used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students also use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis.

*Law and Order* has been designed to incorporate the following College Student Success Skills (CSSS) as a result of a Title III grant: Critical Thinking, Collaboration, Communication, Organization, and Self Assessment. Students enrolled in *Law and Order* explore the ways in which societies maintain order and the consequences of rule breaking. An equally important goal of this course is to help orient students to the expectations of college by infusing college success skills development. The concept is to lead students to apply these skills as they learn the course content. The expectation is that by practicing these skills in this course, they will develop into more successful college students over all.

*Law and Order*, along with other Explorations courses at Middlesex Community College, was designed to be a college level course for first semester students who were also placed into at least one developmental level English. It is important to note that *Law and Order* is not intended as a basic version of Introduction to Criminal Justice, which students are required to take once they are eligible for English Composition I.

This resource guide was designed to help faculty who may be new to the course find models of activities designed to develop the CSSS which they could adapt for their own class. It is also intended for veteran faculty who seek inspiration to refresh their repertoire of lesson plans.

This guide includes several resources. Primarily, it is a compilation of lesson plans designed to develop the CSSS focused by the grant. It is important to stress that learning happens through repetition and time on task, so the emphasis here is to introduce skills and to provide opportunities to practice and further develop skills throughout the semester. Detailed explanations of the activities and sample handouts of the materials required are included to facilitate execution. The guide also includes sample syllabi which reference the lesson plans contained in the guide.

## **Introduction Exercise**

### **Learning Objectives:**

Students will be able to:

1. Understand and practice basic interview skills
2. Evaluate and relate information they have gathered.
3. Develop a sense of community in the class.

### **Core Student Success Skills:**

1. Communication
2. Collaboration

### **Materials:**

None

### **Context within the Course:**

This lesson builds a foundation for the students to feel a sense of community within the class. It also allows those students who wish to identify a note taking partner. This could also be modified for a later time in the semester to use with a focus on interview skills for job placement.

### **Procedure:**

1. Instruct the students that this is an exercise designed to give us each an introduction to our fellow classmates and that you will be observing to make sure each student participates.
2. List several character traits on the board (1 for every 4 students). Traits should be distinct but general in nature.
3. Instruct the students that they are to “sign up” for one of the groups listed on the board but that each group would be limited to 4 members.
4. After each student is enrolled in a group, divide them into their groups to discuss the trait they all have in common and to conduct individual interviews of each other (2 x 2). The goal of the interview is to acquire enough information about the subject to “sell” him or herself to the class.
5. After the discussion period, each member must report to the class about one other member of their group.
6. As each report is made, the class must discuss and determine (or vote) as to whether the reporting student was forthcoming with enough information to let the rest of the class want to get to know other group members. If the consensus is that the information is adequate, the reporting student is accepted. If the consensus is that there was not enough candor by the reporting student, he or she must do it again.
7. The exercise ends when all students have been approved by the student population.

8. Optional: There can be a prize system for the students after they have completed the exercise. i.e. students can choose from a grab bag containing candy.

**Assessment:**

The goal is to have each student contribute in each of the CSSS categories thus the instructor can observe each student during the discussion and assign 1 point for adequate participation in each category. The activity is designed to give the instructor a better understanding of the characteristics of the class.

Refer to Augusta Dickson's Law and Order syllabus

## **Time Management Chart and Journal**

### **Learning Objectives:**

Students will be able to:

1. List and arrange in the time management chart how much time they spend working, attending school, and doing homework
2. Identify how their time is actually utilized
3. Identify how much time should be dedicated to doing homework in college.
4. Assess what changes, if any, must be made in the way the student manages his/her time to ensure college success
5. Discuss time management tips and identify the ones that can be used to address a particular time management issue

### **Core Student Success Skills:**

1. Communication
2. Organization
3. Self Assessment

### **Materials:**

Time Management Chart and Strategies Handout

### **Context within the Course:**

This activity should be done at the beginning of the course so students can take advantage of the information and skills learned throughout the semester.

### **Procedure:**

1. During the first week of school, assign students the time management chart for homework. Give one week to fill out. Filling out the chart should be a graded assignment.
2. On the date the completed chart is due, discuss with students time management tools in handout and the equation at the bottom of the time management chart indicating approximate amount of time expected to spend on homework in college.
3. For the next class, assign a journal in which students should assess how well they managed their time based on the results from the chart. Identify more than one time management tool which they can use to improve their particular time management issue and discuss how they expect the tool to be helpful.

### **Assessment:**

The following checklist is useful to assess the assignment:

1. Completion of Time Management Chart 10 pts.
2. Journal (12 pts. or 3 pts. each of the following)
  - a. Assessment of time management
  - b. Issues of time management(identified)
  - c. Tools that can be used for improvement (identified)
  - d.** Discussion about how tools would be helpful for particular issue

Refer to Michelle Bloomer's Write for Law and Order syllabus

## Managing Your Time

One of the biggest obstacles to succeeding is failing to plan. Managing your time requires planning. Almost everyone has failed to plan at one time or another and suffered the consequences. When we don't manage our time, it manages us. You may find the following suggestion helpful:

### Making Progress:

- 1. Turn big jobs into smaller ones.** Successful people will tell you that they often divide up their big jobs into smaller more manageable steps. Spreading a project over a reasonable period of time will reduce the pressure that comes from letting everything go until the last minute. Tackle your tasks as they need to be done, and develop a process for working through the big jobs. Then follow your plan.
- 2. Keep a weekly schedule.** If you haven't stated a personal calendar to keep track of appointments and assignments, what are you waiting for? You'll have your day at a glance and be twice as likely to keep appointments you write down. Design your planner to meet your needs; the more personalized you make it, the more likely you'll use it.  
**Note** → Planners and calendars can be purchased at a reasonable cost if that seems easier than making your own. Also, most word processing programs have built-in note pads and calendars.
- 3. Make Lists.** Making a daily list of things to do may strike you as overdoing it at first, but you'll soon change your mind. You'll also rest easier at night knowing you've got the next day covered.
- 4. Plan your study time.** Good advice, but most of us seldom take it. Good planning means having everything where you need it. Schedule your study time as early in the day as you can, take short breaks, keep snacks to a minimum, interact with the page by asking questions (out loud, if no one objects), and summarize what you have learned before turning out the light.
- 5. Stay flexible.** Plans do change and new things can pop up daily. Be realistic, willing to change those events that can be changed and exercising patience for those that cannot. You'll save yourself lots of wear and tear if you remain flexible.

Strategies for Success: A Resource for Faculty and Students  
Jo Mucci-Academic Support Department Middlesex Community College



**TIME MANAGEMENT CHART FOR THE WEEK OF \_\_\_\_\_**

<i>Hours</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
7:00 AM							
8:00							
9:00							
10:00							
11:00							
12:00 PM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 AM							

**Use color codes for: A) work schedule: B) study time and location: C) class meeting time  
 Plan Study Time: Multiply the number of course credits by two (2), this equals the hours  
 needed each week for study time (Example: 9 credits x 2 =18 hours per week for study  
 time).**

Strategies for Success: A Resource for Faculty and Students  
 Jo Mucci – Academic Support Department, Middlesex Community College

## **Managing Your Time**

### **Learning Objectives:**

Students will be able to:

1. Identify methods to organize their day, week, and semester.
2. Demonstrate how they may improve their time management skills.
3. Establish the value of utilizing time management tools /tips.

### **Core Student Success Skills:**

1. Communication
2. Organization

### **Materials:**

Chapter 2 “Your College Experience” Strategies for Success (Available at Criminal Justice Department Chair’s Office)

### **Context within the Course:**

To be done early in the semester to introduce students to the benefits of effective time management.

### **Procedure:**

1. Assign material cited above to be read for the next class.
2. After the next class, ask students for homework to type a list of methods they have identified to help them to use their time more effectively.
3. Ask students to also provide specific examples of how they can improve their time management skills.
4. Ask students to use one of the time management tools discussed to help plan for their upcoming week, all to be passed in for homework.

### **Assessment:**

Students will be assessed based on:

1. List of time management tools,
2. Example of a time management tool they have found helpful
3. Assessment of the effectiveness of the time management tool they have chosen to use.

Refer to Robert Nolan’s Law and Order syllabus

## **How Has E-mail Affected the Ways We Write and Communicate?**

### **Learning Objectives:**

Students will be able to:

1. Identify e-mails to professors and potential employers as appropriate and inappropriate.
2. Explain the importance of constructing appropriate e-mails.
3. Construct appropriate e-mails.

### **Core Student Success Skills:**

1. Communication
2. Self Assessment

### **Materials:**

Handout from Chapter 9 “Your College Experience” Strategies for Success. (Available at Criminal Justice Department Chair’s Office)

Handout from “Writing Effective Letters, Memos and E-mails” Barron’s 3<sup>rd</sup> edition. (Available at Criminal Justice Department Chair’s Office)

### **Context within the Course:**

Exercise to be done early in the semester, to assist students in constructing appropriate e-mails.

### **Procedure:**

1. After completion of a lecture on the importance of authoring appropriate e-mails, students are given copies of the two handouts listed above. They will also be given examples of inappropriate e-mails and appropriate e-mails.
2. Students will be asked to identify each e-mail as appropriate or inappropriate and follow with a class discussion.
3. For homework, students will then be required to e-mail the professor on the college server a brief description of the two handouts and why it is important for them to author appropriate e-mails to professors and potential employers.

### **Assessment:**

Students will be assessed based on:

1. Explanation of the importance of authoring appropriate e-mails
2. Explanation of the need to create a clear subject line for their e-mails
3. Explanation of why e-mails to professors and employers should be free of spelling and grammatical errors.

Refer to Robert Nolan’s Law and Order syllabus

## **Note Taking and Open Notes Quiz**

### **Learning Objectives:**

Students will be able to:

1. Identify and explain important terms and concepts in the reading.
2. Practice note taking skills
3. Evaluate their note taking skills and determine what aspects could be improved

### **Core Student Success Skills:**

1. Organization
2. Self Assessment

### **Materials:**

Handout: A System to follow for: LECTURE NOTES, MARKING TEXT, AND TAKING NOTES FROM THE TEXTBOOK

### **Context within the Course:**

This lesson should take place prior to assigning the first reading and should be repeated for reinforcement throughout the semester. Ideally, it should be done for every assigned reading from the course text.

### **Procedure:**

1. Discuss the handout section on “Taking Notes From a Textbook” in class.
2. Assign reading and notes from reading for homework.
3. On the day the notes are due, administer an open-notes quiz. The quiz should test for comprehension and should target material that would be expected to be included in the notes taken from the reading.
4. Return corrected quiz promptly. Ask students to identify failed answers and determine whether information was missing from the notes, why it was not included, or any other possible reasons for the missed answer, for example, student could not understand the reading.
5. Require students to include material in their notes and explain that the missing material should be available in notes to study for midterm and final exams..

\*As an alternative to the quiz, the professor could provide students notes taken by the professor from the reading and have students compare these to their own with the same goal of determining weaknesses in note taking skills.

**Assessment:**

The quiz grade will serve to evaluate the quality of the notes. Assessment for the quiz will depend on its content.

**Next Steps:**

Ideally, this activity should be repeated after assigning any reading in order to provide opportunity to develop strong note taking skills.

Refer to Michelle Bloomer's Write for Law and Order syllabus

## **A System to follow for: LECTURE NOTES, MARKING TEXT, AND TAKING NOTES FROM THE TEXTBOOK**

**Why take notes?**

- **Working with a pen while reading and listening helps you:**
  - Stay actively involved**
  - Pay attention**
  - Improve concentration**
- **Studies show that students forget 80% of what they learn in two weeks. Therefore, you need to have an accurate written record of the material. Keep in mind: you will have a final exam at the end of sixteen weeks.**
- **Note taking is a muscle activity. Our “muscles” remember better than our heads (remember bike-riding?).**
- **Taking notes helps you organize ideas. You learn to sort out and write down the main points and details in an organized fashion.**
- **You should take notes in all your classes. College instructors will never say, “Take out your notebooks” the way they did in high school.**

**Think about it: What hobby or activity are you proficient at and how did you learn to do this well? What might this tell us about taking notes on a regular basis?**

**One final tip: Read over your lecture notes that afternoon or evening. If not, you will lose 50% of your knowledge by the next day, not remembering much of the lecture from that day. You may also want to rewrite your notes, making them neater to read.**

## ANNOTATIONS: MARKING YOUR TEXT

1. Use a pen. Highlighters are optional.
2. Read a section (paragraph or two) of the text.
3. Go back and mark or highlight the most important parts of the text by circling the main ideas. You may write the topic in the margin or the main point of the paragraph.
4. Circle key or new terms. Write def in the margin (for definition). Write ex in the margin next to examples of the term.
5. Underline important facts and points.
6. Number (1.2.3) a series of points.
7. Circle signal words and phrases (see next page).
8. Write notes in the margin to help you remember what you read.
9. Put a question mark in the margin for text that is hard to understand. Ask your instructor to explain it.
10. Decide how you will take notes from the textbook. Choose a method and then you may decide to transfer your annotations (margin notes) to your notebook.

### TAKING LECTURE NOTES

- 1) Go into class having previewed the chapter. (Look at your syllabus to find out what chapter you will be covering that week.)
- 2) Note any chapter outline. Look at the chapter objectives. Read the headings. Read the summary.
- 3) Now ask yourself: What do I know about this?
- 4) Plan your method of note taking. Date and title your notes. Be alert! Record teachers' objectives and topics for the lecture.
- 5) Listen for signal words and phrases (see handout).

### *Signal Words and Phrases that indicate Patterns of Organization*

As a reader, you need to be aware of the following words and phrases that will help you identify the author's pattern of organization. Get into the habit of *circling them* when you see them in

your reading *and underlining the sentence in which they appear* as it may show the main idea or major detail in the reading. If you hear them during a lecture, recognize that important information will follow.

## Pattern of Organization: Time Order

*Authors usually present events in the order in which they happen. This pattern may appear in a narrative story, history reading, a series of events or stages, or a set of steps to a process.*

These words indicate time-order:

<b>after</b>	<b>meanwhile</b>	<b>since</b>	<b>as</b>	<b>next</b>
<b>soon</b>	<b>first</b>	<b>second</b>	<b>third</b>	<b>before</b>
<b>while</b>	<b>now</b>	<b>often</b>	<b>later</b>	<b>then</b>
<b>during</b>	<b>when</b>	<b>until</b>		

**Also, circle dates and time periods as they show this pattern.**

## Pattern of Organization: Listing or Addition

These are a collection of details (examples, reasons, facts) arranged one after another in no particular order. New information is simply added.

These words indicate listing/addition:

<b>first</b>	<b>second</b>	<b>third</b>	<b>also</b>	<b>and</b>
<b>moreover</b>	<b>next</b>	<b>another</b>	<b>lastly</b>	<b>furthermore</b>
<b>in addition</b>	<b>finally</b>	<b>to begin</b>	<b>last of all</b>	

## Pattern of Organization: Cause/Effect

These show reasons why one thing leads to another. This pattern may explain why something happened or developed as it did. Writers often use cause and effect when making an argument about why or how something happened and what might be the result. The causes of the event or situation are the reasons it occurred; the effects are the results or consequences.

These words indicate cause/effect:

<b>cause</b>	<b>effect</b>	<b>because</b>	<b>thus</b>	<b>therefore</b>
<b>if...then</b>	<b>so</b>	<b>leads to</b>	<b>results</b>	<b>consequently</b>
<b>since</b>	<b>in order that</b>	<b>as a result</b>	<b>accordingly</b>	<b>result in</b>

## Pattern of Organization: Comparison/Contrast

This shows how two things are alike or how they are different, or both. When things are compared, their similarities are pointed out; when they are contrasted, their differences are discussed.

These words indicate compare/contrast:

<b>compare</b>	<b>as</b>	<b>like</b>	<b>just as</b>	<b>alike</b>
<b>likewise</b>	<b>equally</b>	<b>also</b>	<b>resembles</b>	<b>same</b>
<b>in the same way</b>		<b>similar</b>	<b>similarities</b>	<b>too</b>

**contrast      different      but                      however      yet**  
**despite      nevertheless                      regardless      on one hand                      on**  
**the other hand                      unlike      instead      In contrast**

### **Pattern of Organization: Definition/Example**

This pattern is often used in textbooks. Students will be introduced to new words and given a definition and examples of how those words are used to make them clearer.

Typically the definition appears followed by examples that illustrate and explain an idea.

These words following a term indicate definition/example:

**for example                      to illustrate      for instance                      including**  
**one                                      such as                      to be specific                      as an example**  
**specifically**

### **Pattern of Organization: Classification**

This pattern is a way of categorizing things. Topics will be broken down into groups or classes. Textbooks use classification extensively. Often the table of contents includes ways of classifying the topics for the subject of the book. Biology textbooks often present the various classifications of animals and plant species. Poems may be classified into the types: narrative, lyric, and dramatic. Music may be classified into folk, country, rock, rap, jazz. Classification allows writers to clarify their ideas and readers to understand their points. Signal words are not used in this pattern.

### **Other important words and phrases that are helpful to know (*especially* during a lecture):**

**To repeat**

**In other words**

**That is**

**“So far I’ve given you one side of the story; now let’s take a look at the other side.”**

**“All of this has happened; now I’ll tell you why.”**

**“I want to be sure you understand this.”**

**More importantly**

**In conclusion**

**To sum up**

**For these reasons**

**Clearly**

**Accordingly**

**Above all**

## **Listening, Taking Notes, and Being Engaged in Class.**

### **Learning Objectives:**

Students will be able to:

1. Assess and develop their own note taking skills.
2. Describe the importance of reviewing notes soon after class.
3. State the importance of properly preparing before class.

### **Core Student Success Skills:**

1. Organization
2. Self Assessment

### **Materials:**

Handout of Chap 5 “Listening, Taking Notes and Being Engaged in Class”  
“Your College Experience” Strategies for Success (Available at Criminal Justice Department  
Chair’s Office)

Textbook Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009  
“The Social Nature and Significance of Law” pp. 1-6

### **Context within the Course:**

To be done early in the semester to help introduce students to the importance of developing and improving their note taking skills.

### **Procedure:**

1. Assign handouts of the materials cited above to be read for the next class.
2. After the next class lecture on note taking skills and appropriate class preparation, ask each student to complete the questionnaire on page 84 of the “Your College Experience” handout. This questionnaire is entitled “How do you listen, Take notes, and become engaged in class?”
3. Assign each student to type a one page summary of the assigned reading of “Listening, Taking Notes, and Being Engaged in Class.”
4. Require students to list on another sheet of paper their findings based on of their responses to each question and state how they plan to utilize those findings to improve their note taking skills.
5. Follow –up the next class with a lecture on “The Social Nature and Significance of Law” then at the end of class collect the students in-class notes to assess and critique their note taking skills.

**Assessment:**

Each student's summary of the Chap 5 handout must be graded based on:

1. Inclusion of two examples of how they plan to improve their note taking skills
2. Statement about why it is important to review notes soon after a class.
3. Summary how to properly prepare for each class.

Refer to Robert Nolan's Law and Order syllabus.

## **Lecture Summaries**

### **Learning Objectives:**

Students will be able to:

1. Identify important terms, themes and concepts from the lecture.
2. Write a summary containing important terms, themes and concepts from the lecture
3. Compare their summary to the professors to determine if anything is missing and why

### **Core Student Success Skills:**

1. Communication
2. Self Assessment

### **Materials:**

Professor's summary of the lecture.

### **Context within the Course:**

This can be used after any lecture.

### **Procedure:**

1. After in class lecture, require students to write a summary of the lecture for homework.
2. Follow up next class by providing students with a professor made summary. Students should compare their own summary with the professor's and determine if any information was not included.
3. Professor should ask students what problems were detected and discuss them with the class

### **Assessment:**

This homework assignment should be graded based on completion and quality. It is important for the professor to identify problem areas with summary writing and communicate these to the student. This way students will understand how to improve and the professor will be able to track progress in the development of this skill.

### **Next Steps:**

This activity can be assigned after subsequent lectures in order to hone student's listening, note taking and summary writing skills.

Refer to Michelle Bloomer's Write for Law and Order syllabus

## **Lecture Review**

### **Learning Objectives:**

Students will be able to:

Develop note taking skills

1. Understand the flow of information and structure of the learning process
2. Discuss and practice time management
3. Evaluate and relate information they have gathered.

### **Core Student Success Skills:**

1. Communication
2. Organization

### **Materials:**

None

### **Context within the Course:**

This is a continuing lesson which builds the students note-taking skills. It is designed to help develop the ability to evaluate and prioritize information from a class lecture.

### **Procedure:**

1. The instructor must design a calendar of “due dates” for this assignment with one for each student. This must be provided to the students in advance to make the student accountable for the assignment regardless of other commitments.
2. Instruct the students that they will be required to take notes each lecture period.
3. As a graded assignment, each student will need to summarize at least five key points from the previous days lecture.
4. The student must prepare a written summary to be turned in to the instructor and must also present the summary orally to the class.

### **Assessment:**

The student’s performance is assessed by a check system, with a check -, a check, and check + as follows:

1. Failure to complete exercise in totality = 0
2. Less than 5 points identified, and/or poor grammar and syntax or disorganized thoughts and oral presentation = check –
3. Five (5) points identified, with rudimentary grammar and syntax, basic organization of thoughts and oral presentation = check
4. Evidence of effort greater than that required for the grade of check = check +

Refer to Augusta Dickson’s Law and Order syllabus

## **Test Review Jeopardy**

### **Learning Objectives:**

Students will be able to:

1. Recognize material relevant to the subject being tested
2. Evaluate their strengths or weaknesses in the required knowledge.
3. Develop a sense of community in their groups.

### **Core Student Success Skills:**

1. Collaboration

### **Materials:**

Instructor prepared questions and answers on the relevant material

### **Context within the Course:**

This lesson serves as a review for the students in preparation for required examinations.

### **Procedure:**

1. Make sure the students are aware of the upcoming review session and urge them to prepare by reviewing notes or other materials as appropriate.
2. Create 20 or 25 questions and answers which can be divided into subject groups of 5 each.
3. Assign a value to each question and answer pairing from 100 to 500 (increments of 100) based on increasing difficulty within the subject group.
4. Using one piece of 8" x 11" paper for each, print or type the ANSWER in bold large letters on one side and the value on the other side.
5. Lightly print the question on the same side as the answer. Be careful to make sure the students in the front row will not be able to see the question.
6. Using tape, paste the questions value side up on the board, arranged as a jeopardy board. Write the category title on the top of each row.
7. Divide the class into two groups randomly, making sure they sit in close proximity to each other.
8. Determine which group chooses the first answer and conduct a game like jeopardy.
9. After the students question each answer, use the opportunity to discuss the information and its relevance in the course.
10. Once all the answers are completed, tally the scores for each group to determine the winner

**Example:**

Category: Symbolism

Value: 100 points

ANSWER: “The symbol of authority for the boys in Lord of the Flies”

QUESTION: “What is the Conch Shell?”

**Assessment:**

The goal is to have each student contribute in each of the CSSS categories thus the instructor can observe each student during the game to determine their preparation and participation for the exercise. This will not be graded but the instructor will be able to make notation as to the commitment of the student to the assignment by way of preparation and study.

**Optional Activities:**

This can include a final jeopardy round either by the group or by the individual to allow those with advanced knowledge to be rewarded.

Refer to Augusta Dickson’s Law and Order syllabus

## **Understanding Law and Society**

### **Learning Objectives:**

Students will be able to:

1. Discover the complexity of defining law and what constitutes law.
2. Describe how law may be official and unofficial, informal and formal.
3. State how discretion is utilized by courts, police, prosecutors and judges in our society.

### **Core Student Success Skills:**

1. Critical thinking
2. Communication
3. Collaboration

### **Materials:**

Textbook Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009

Chapter 2 pages (21-27)

Handout on Judicial, Prosecutorial, and Police Discretion from CJ in Action 5<sup>th</sup>

Edition pages (122-123), (227-228),(263-264) (Available at Criminal Justice Department Chair's Office)

### **Context within the Course:**

Mid-semester.

### **Procedure:**

1. Assign students to read materials above for homework.
2. At the start of the next class there will be a lecture on the assigned readings
3. Divide the class into two groups.
4. Each group will be asked to list examples of how law may be official and unofficial, and how it may be formal and informal. Groups will list examples of judicial, prosecutorial and police discretion.
5. Groups will list their examples on the blackboard to compare and contrast their lists.
6. The professor monitors each group to ensure that each student contributes to their group's list of examples.
7. Each student will be required to submit a two-page, typed summary of the assigned readings.

**Assessment:**

Students will be assessed based on:

1. Content of their group's list.
2. Content of the summary
  - a. Contains an example of an official law and an unofficial law
  - b. Contains two examples of Judicial, Prosecutorial and Police discretion (6 examples total).
  - c. Definition of discretion.

Refer to Robert Nolan syllabus

## **The Rule of Law/Iraq**

### **Learning Objectives:**

Students will be able to:

1. Define the rule of law.
2. Explain the role of the rule of law in a democracy.
3. Summarize the past five years of Iraq's history.
4. Discuss the relationship of Islam and the rule of law.

### **Core Student Success Skills:**

1. Communication
2. Collaboration
3. Organization

### **Materials:**

Textbook- Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009, pages 64 through 68  
Chapter 4, pages 92 through 112

### **Context within the Course:**

This activity introduces students to laws outside the United States. It provides the student with a different perspective. This activity should come in the middle of the course after reading chapter four covering dispute processing.

### **Procedure:**

1. Divide students into four groups; Shiites, Sunnis, Kurds, and Americans.
2. Assign each group to research their interests and how they conflict with the others.
3. Assign each group to write at least a two page paper on its group's goals for Iraq.
4. The instructor should put on the board an outline of each groups' goals.
5. After the students turn in the papers, discuss each group's goals. During the discussion, attempt to reach a compromise solution between the groups.

### **Assessment:**

1. All papers must have at least four goals for their group, 80% or 20% per goal.
2. All papers must be typed with proper spelling, grammar and sentence structure
3. Class participation = 10%. Class participation consists of at least one oral contribution during class discussion

Refer to Joseph Burke's Law and Order syllabus

## **What Would You Do If There Were No Laws? Group Activity**

### **Learning Objectives**

Students will be able to:

1. Discuss and recognize the importance of social control for a society and its individual members
2. Discuss, examine, and illustrate the possible consequences for a society which lacks social control mechanisms, such as law and institutions which enforce it.

### **Core Student Success Skills:**

1. Critical Thinking
2. Communication
3. Collaboration
4. Self Assessment

### **Materials:**

Textbook- Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009

### **Context within the Course:**

To be assigned while discussing social control in chapter 1.

### **Procedure:**

1. Divide students into groups of four.
2. Instruct them to consider what they would do if there were no laws in the society they live.
3. Answers to this question should be shared with other members of the group and recorded.
4. After allowing reasonable time for group discussion, request each group to report their answers to the class.
5. Allow and encourage all answers, in particular those which might seem outlandish, shocking and counter to expected behavior of law abiding citizens.
6. Discuss the consequences of lawlessness and the importance of law and order.
7. The instructor should ask questions which guide students' thoughts towards the consequences of their actions on society as a whole and their individual interests and safety. For example: A student who answers "I will go steal my neighbor's Ferrari" should be asked "What will prevent another neighbor from stealing it from you?" "What if someone else steals the car from you?" What methods might you or others utilize to achieve your goals? Usually at this point during the discussion, many students talk about their need to become armed to defend themselves from others, ask students "What if everyone employs those methods?" The questions should guide students toward the conclusion that a society without laws results in chaos, is not safe for anyone and threatens all individuals' well being, interests and ultimately their survival.

**Next Steps:**

Ask students to write a journal about what laws they consider most important? Require students to give examples and explain why.

**Assessment:**

Ask students to write a paragraph describing what they learned from the group activity, and class discussion on social control. This can be done at the end of class or for homework.

Refer to Michelle Bloomer's Write for Law and Order syllabus

## **Laws and Public Policy**

### **Learning Objectives:**

Students will be able to:

1. Understand policy making decisions
2. Use research and writing skills
3. Examine and evaluate how laws address social needs.

### **Core Student Success Skills:**

1. Communication

### **Materials:**

Handout “Laws - Real or Not” \*\*

### **Context within the Course:**

This lesson is appropriate during any unit which addresses, statutes or policy making

### **Procedure:**

1. The instructor develops a list of 10 “laws”, briefly defined, of which five are real and five are fiction, to be distributed to the class.
2. The students are instructed to decide which are real and which are not and further why they are or are not in force, including a practical and policy review.
3. They are required at a minimum to use the library facilities to research which laws are “on the books” and which are not.
4. The student must prepare a written summary to be turned in to the instructor for grading.

### **Assessment:**

The written summary required will be graded with a letter or number grade based on the following factors:

1. Use of research materials, i.e. library, internet, General Laws (30%)
2. Organizational structure and cohesiveness of written summary (50%)
3. Spelling, syntax and grammar (10%)
4. Accuracy of conclusion (10%)

### **Optional Activities:**

This lesson can also be given as an in class exercise wherein the instructor provides the research and emphasizes the public policy discussion in class.

\*\* Answers are in parenthesis after the law).

Refer to Augusta Dickson’s Law and Order syllabus

## ***Laws - Real or Not***

It is illegal to give beer to a hospital patient in Massachusetts. (M.G.L. c. 270 s. 5)

Massachusetts prohibits marriage for girls under 13 years old. (Not true – 12 with permission from parents)

Ice Cream vendors in Kentucky cannot mix flavors when serving. (Not true)

It is against the law to wrestle with a bear in Alabama (Alabama Statute sec 13A-12-5)

You cannot go out in public with a cold in Washington (RCW 70.54.050)

New Hampshire requires out of state visitors to pay sales tax on items purchased. (not true yet)

You may not play dominoes in Alabama on Sunday. (Alabama Statute sec. 13A-12-1)

In Alabama it is legal to have someone stand in for you at your wedding. (not true)

In Florida, you may not confine a pregnant pig in a cage. (Florida Const. Art 10 sec 19)

New Hampshire prohibits removing seaweed from the beach after dark. ( 207:48)

In Alaska you must sunbath with your boots on. (not true)

You may not offer blue chicks for sale unless you have at least six in Kentucky. (KRS 436.600)

## **How Statutory Laws Are Made**

### **Learning Objectives:**

Students will be able to:

1. Reproduce how a behavior can be made legal or illegal.
2. Analyze the advantages and disadvantages pertaining to determining whether the behavior in question is legal or illegal.
3. Identify and explain an advantage and a disadvantage in an issue.
4. Identify and apply the philosophies of social control and individual rights.
5. Recognize the criminal justice system must balance social control and individual rights.
6. Recognize that members of society can be involved in the legislative process.

### **Core Student Success Skills:**

1. Communication
2. Collaboration

### **Materials:**

Textbook -Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009

### **Context within the Course:**

This activity demonstrates how legislatures create statutes and how certain behaviors can be legalized or illegalized. This could be used early in the semester.

### **Procedure:**

1. Place students in groups.
2. Instruct each group to choose a behavior that could be made legal or illegal i.e., assisted suicide, smoking regulations, same sex marriage, marijuana smoking etc.
3. Assign each group to research the advantages and disadvantages of making the behavior legal or illegal.
4. Assign each student a two page paper discussing both the advantages and disadvantages of their group's issue.
5. After the students turn in their papers, debate the issues of social control versus individual rights concerning each behavior.
6. Allow students to vote whether the behavior becomes legal or illegal.

**Assessment:**

1. Papers are 90% of the grade.
2. All papers must have at least three advantages, 40% and three disadvantages, 40%, of making the behavior legal or illegal.
3. All papers must be typed with proper spelling, grammar and sentence structure, (or points will be deducted- max. of 10%).
4. Class participation=10% Each student must contribute at least one oral contribution.

Refer to Joseph Burke's Law and Order syllabus

## **Bill of Rights**

### **Learning Objectives:**

Students will be able to:

1. Recognize the societal need to prioritize and evaluate the laws which give structure and order.
2. Understand the effect of current moral and ethical issues on the development of law and order in any given society.
3. Explore ways to express their opinions on the issues which most concern them.
4. Examine which laws are important to achieve the goals of society.

### **Core Student Success Skills:**

1. Critical Thinking
2. Collaboration

### **Materials:**

Handout of the Bill of Rights

### **Context within the Course:**

This lesson builds on the factual knowledge already covered regarding the Bill of Rights. It also emphasizes the ongoing theme of the course that the students are to put themselves in the place of those developing an independent society with laws to achieve order.

### **Procedure:**

1. Explain that each student will be expected to participate to some extent and will be held accountable to that. This can be compared to the duty of legislator to participate and the obligation of their constituents to monitor that.
2. Give each student a cardboard or sticky label on which to write their name and town of residence. They must keep this visible at all times. Inform the students that this will identify them for their constituents as they will be acting as legislators for the duration of the class period. (In reality, this allows the instructor to be able to recognize each student for his or her performance without interrupting the spontaneous flow of ideas).
3. Review the Bill of Rights briefly, one by one, listing each right on the board in abbreviated form. If you have not covered all 10 in class previously, give a brief instruction on the application of those not already covered.
4. Instruct the students that they are to choose four of these ten rights to form the basis for the structure in their new society.
5. Instigate a class discussion about each right to determine which ones to keep and which to discard. Play devil's advocate in order to promote discussion with and within the class.

6. Resolve which four to keep by popular vote using this method to enlighten the students as to the practical comparisons with our current governmental structure.

**Assessment:**

The goal is to have each student contribute in each of the CSSS categories thus the instructor can observe each student during the discussion and assign 1 point for adequate participation in each category.

**Optional Activities:**

The students can be given an assignment to research the Bill of Rights in more depth or report on how a law is drafted and passed

Refer to Augusta Dickson's Law and Order syllabus

## Bill of Rights

### Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

### Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

### Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

### Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

### Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

### Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

## Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

## Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

## Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

## Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

## **Stages of a Dispute and Dispute Resolution Methods**

### **Learning Objectives:**

Students will be able to:

1. Define and classify the stages of a dispute.
2. Illustrate and apply the stages of a dispute.
3. Identify and explain methods of dispute resolution.
4. Demonstrate which methods of dispute resolution are used to solve a given dispute.

### **Core Student Success Skills:**

1. Critical Thinking
2. Communication
3. Self Assessment

### **Materials:**

Textbook- Barkan, Steven, Law & Society: An Introduction, Ch. 4 Law and Dispute Processing  
Pearson/Prentice-Hall, 2009

### **Context within the Course:**

This activity should be assigned after reading the section on “The Disputing Process” in Chapter 4- Law and Dispute Processing.

### **Procedure:**

1. After reading and discussing in class the section on “The Disputing Process” in Chapter 4- Law and Dispute Processing
2. Require students to write a description of a dispute they were involved in, and its resolution in their journal. In addition, ask students to classify each stage of the dispute described and determine which method of resolution was employed.

### **Assessment:**

The following checklist can be used to assess the assignment. Points will be added or subtracted based on whether the part was completed and the quality of the work.

1. Description of a dispute 5 pts.
2. Dispute stage classification 5 pts.
3. Classification and application of a method of resolution 10 pts.

Refer to Michelle Bloomer’s Write for Law and Order syllabus

## **Corrections Activity**

### **Learning Objectives:**

Students will be able to:

1. List the views of the author that they support or disagree with.
2. Examine whether our society is incarcerating too many of its citizens or whether it needs to resort to high rates of incarceration to maintain social control.
3. Discuss the significant increase of incarceration rates in the United States.

### **Core Student Success Skills:**

1. Communication

### **Materials:**

“Bring Back Flogging “Boston Globe article by Jeff Jacoby 1997. (Available at Criminal Justice Department Chair’s Office)

“Why we must fix our prisons “Parade magazine by Sen. Webb 2009. (Available at Criminal Justice Department Chair’s Office)

### **Context within the Course:**

Late in semester when students have been given an overview of the correctional system in our society today

### **Procedure:**

1. Upon completing a lecture on corrections, pass out copies of the above articles.
2. Explain that in the next class you will discuss the articles and each member of the class will be asked to present an opinion of the articles and an opinion of our correctional system here in the United States.
3. Each student will be required to write a 1-2 page summary of each of the articles and their opinion of the Correction system in today’s society.

### **Assessment:**

1. Students will be specifically asked to state in one of their summaries, what is the total adult population in the United States presently incarcerated or on probation?
2. What has specifically lead to the dramatic rise of the United States prison population since the 1980’s?
3. What is the estimated cost annually to local, state and federal governments for corrections?

Refer to Robert Nolan’s Law and Order syllabus

## **Sentencing a Defendant**

### **Learning Objectives:**

Students will be able to:

1. Discuss the philosophies and purpose of sentencing.
2. Interpret the roles of the prosecutor, the defense attorney and the judge.
3. Describe the different types of sentencing.
4. Recognize how practical information is incorporated into the sentencing process.

### **Core Student Success Skills:**

1. Critical Thinking
2. Communication
3. Collaboration

### **Materials:**

Textbook Barkan, Steven, Law & Society: An Introduction, Pearson/Prentice-Hall, 2009  
Chapter 5, pages 134 through 164  
Chapter 9, pages 267 through 276  
Pre Sentence Investigation Report Handout

### **Context within the Course:**

This activity makes the students aware that the court system is an adversary one. It is intended to supplement the information on Chapter 9 of Law and Order about the roles of the courtroom work group.

### **Procedure:**

1. Divide students into three groups; prosecutors, defense attorneys, and judges.
2. Each group will be given a pre-sentence investigation report. Every group should receive the same report. (see handouts)
3. Assign each member of the prosecutor's group to write a two page paper recommending incarceration using the facts in the presentence investigation report to support their position.
4. Assign each member of the defense attorney's group to write a two page paper recommending probation using the facts in the presentence investigation report to support their position
5. After preparing their papers, both sides will orally present their arguments to the "judges".
6. As the arguments are presented, the instructor should write an outline of the arguments on the board.

7. The “judges” then decide what sentence to impose and give their reasons. Each judge must also turn in a two page paper with his or her decision and reasons supporting them.

**Assessment:**

1. All papers must have at least four reasons supporting its recommendation 80%, (or 20%) per reason.
2. All papers must be typed with proper spelling, grammar, and sentence structure Class participation=10%.
3. Each student must make at least one oral contribution in order for the student to earn the 10% which constitutes class participation.

Refer to Joseph Burke’s Law and Order syllabus

## PRESENTENCING INVESTIGATION

The following minimum information must be included in both the Post Disposition Report required to approximately assess Risk-Needs and in the Presentence Report requested by the court unless otherwise specified by the judge.

- A. Identifying Information 2. Brief Narrative Summary 3. Offense: (A) Official Version of Offense. (B) Defendant's Version of Offense (C) Co-defendant's Version when available 4. Prior Record 5. Personal History. For summary of client classification assessment: Education; Employment; Marital/Family Social; Alcohol Usage; Other Drug Usage; Counseling; Health; Prior Record; Living Arrangements; and Financial Management). 6. Evaluative Summary. 7. Recommendation.

B. BRIEF NARRATIVE SUMMARY:

On April 10, 2001 Mr. X appeared before Judge Paul Garrity in Middlesex Superior Court, Cambridge, Mass. At which time there was a verdict of guilty to the lesser offense of Assault With Intent to Rape on Indictment #88-8888, charging Rape. Assistant District Attorney, Peter Parvis represented the government and is recommending an eight year MCI (Concord) sentence. Attorney David Deen defended Mr. X and will be recommending a suspended sentence of some type. The matter was continued by the court for disposition until April 24, 2001 at 10:00 AM.

C. OFFENSE:

(A)- Official Version

The official version is derived from the Wilmington Police and my conversation with Ms. Wendy Williams of the Wilmington Police Department. Ms. Williams interviewed the victim in this case. The victim, Carol Y, had come home after a Christmas party on December 24, 2000 at 4:30 p.m. She was not feeling good and was in the bathroom when she heard a knock at the door. She answered the door dressed in a nightgown and robe and saw that it was her girlfriend's husband, Donald X. She let him in, told him to have a seat, and returned to the bathroom. Donald forced his way into the bathroom and attempted to rape her. Donald left and Carol Y reported the incident the next day, December 25, 2000 at 6:30 p.m. Apparently Carol waited to report the incident because she was a good friend of Mrs. X and extremely upset over the incident.

(B) – Defendant's Version

Mr. X stated that he was attending a Christmas party at the Ground Round in North Reading the day of the incident. When the party broke up, he offered to drive a friend home to Wilmington. Once he dropped his friend off, he decided to visit his wife's friend, the victim in the same town. He stated that he could tell that she had been drinking. Mr. X claimed that Carol flirted with him and he asked if she wanted to have intercourse. According to Mr. X, Carol stated that she was willing to have intercourse, but had to go to the bathroom first. After a short while, Mr. X became anxious and

forced his way into the bathroom and requested oral sex. At this time, Carol refused such request and Mr. X became angry and frustrated and subsequently left the house.

(C) - Interview with Victim:

I interviewed the victim, Carol Y, in this case. She stated that because of her close friendship with Patricia X, she, (Carol Y), almost did not report the incident. She stated that she has never been comfortable in Mr. X's company and felt a moral obligation to charge him with the offense. She further stated that she believes that Mr. X needs psychiatric counseling and should be punished by being incarcerated.

D. PRIOR RECORD:

Mr. X has two previous matters. It is interesting to note that each arrest occurred after Mr. X had been drinking at the Squire Lounge in Revere. This lounge is known to serve tough clientele and has exotic dancers.

I also interviewed Ms. Esther Flynn, Probation Officer at Woburn District Court and Daniel Flaherty, Probation Officer at Malden District Court. Both probation officers stated that they had no problem with Mr. X while under their supervision. The defendant reported regularly and was not involved in any criminal difficulties while under their supervision.

E. PERSONAL HISTORY:

Mr. X is a twenty-five year old white male who resides with his wife and three year old son, Mike, in a two-bedroom apartment at 95 Main Street, in Salem, New Hampshire. Mr. X is the second of three children born to Dan and Dorothy X. Donald's father, age 46, is a quality control supervisor for Green Plastics in Somerville. His mother, age 48, is a packer at Green Plastics in Manchester, N.H. They reside together at 50 Right Way, Derry, N.H. Donald's mother had a major heart attack in 1999, but has fully recovered. The parents have been very supportive of Donald in this case. The defendant's younger brother, David, age 20 has moved to Florida with his wife. Mr. X stated that he is not sure of David's occupation. He did say that David is epileptic.

The majority of Mr. X's childhood was spent in the Melrose area. He attended the Melrose public schools. The defendant stated that he has always had difficulty learning. Since the sixth grade, he attended special learning classes at Melrose High School. While in the tenth grade, Mr. X was involved in an incident which involved a fire in the high school men's room. Mr. X claims that he accidentally threw a cigarette into a trash can and a fire started. Through the school, in cooperation with Melrose Juvenile Court, Mr. X was placed in the Bond School, Harrison, PA for one year. This school is a residential school, dealing with a variety of problem children. The problems ranged from emotional, learning to neurological impairments. Mr. X quit the Bond School in the spring of 1993 and has never returned to finish his high school education.

Mr. X worked many odd jobs until he gained employment with Green Plastics in May 1995. He has been a full time employee with Green as a forklift operator until his suspension without pay, due to this case, in December 2000. I interviewed both his

immediate supervisor, Mr. A, and the head of personnel, Mr. B. According to them, Mr. X is a steady responsible employee. His work performance ranged from adequate to excellent. Mr. X has never been a discipline problem. In all probability, Green would take Mr. X back, but will make no formal decision until after the disposition of this case.

Mr. X met his wife, Mary C, through mutual friends at Green Plastics in August, 1996. Mary continues to be employed by Green. They were married in May, 1997 and they have a son, Mike, who is three years old. This marriage has seen its problems, including sexual differences, from the beginning. They have been undergoing formal marital counseling with Pastor Peter Smith of the Southern Baptist Church since July 2000. I interviewed Pastor Smith, who stated that he has seen progress in this marriage since July. The Pastor was positive in his assessment of the couple's ability to resolve their difficulties.

Mr. X claimed that the suspension without pay from Green Plastics has added a financial burden to their situation. He stated that they are currently \$2,000.00 behind on their bills.

## Massachusetts Sentencing Commission

### Criminal History Groups

- E. Serious Violent Record**  
Two or more prior convictions in any combination for offenses in level 7 through 9.
- D. Violent or Repetitive Record**  
Six or more prior convictions in any combination for offenses in levels three, four, five, or six; or  
Two or more prior convictions in any combination for offenses in levels five or six; or  
One prior conviction for offenses in levels seven through nine.
- C. Serious Record**  
Three to five prior convictions in any combination for offenses in levels three or four; or  
One prior conviction for offenses in levels five or six.
- B. Moderate Record**  
Six or more prior convictions in any combination for offenses in levels one or two; or  
One or two prior convictions in any combination for offenses levels three or four.
- A. No/Minor Record**  
No prior convictions of any kind; or  
One to five prior convictions in any combination for offenses in levels one or two.

**For more information please contact:**

**Massachusetts Sentencing Commission  
100 Cambridge Street, Room 902  
Boston, MA 02202**

**Voice: (617) 742-6867  
Fax: (617) 973-4562**

## Sentencing Guidelines Grid

Level	Illustrative Offense	Sentence Range				
		A	B	C	D	E
9.	Murder	Life	Life	Life	Life	Life
8.	Manslaughter (Voluntary) Rape of Child with Force Aggravated Rape Armed Burglary	96-144 Mos.	108-162 Mos.	120-180 Mos.	144-216 Mos.	204-306 Mos.
7.	Armed Robbery (Gun) Rape Mayhem	60-90 Mos.	68-102 Mos.	84-126 Mos.	108-162 Mos.	160-240 Mos.
6.	Manslaughter (involuntary) Armed Robbery (No gun) A&B DW (Significant injury)	40-60 Mos.	45-67 Mos.	50-75 Mos.	60-90 Mos.	80-120 Mos.
5.	Unarmed Robbery Stalking in Violation of Order Unarmed Burglary Larceny (\$10,000 to \$50,000 and over)	12-36 Mos. IS-IV IS-III IS-II	24-36 Mos. IS-IV IS-III IS-II	36-54 Mos.	48-72 Mos.	60-90 Mos.
4.	Larceny From a Person A&B DW (Moderate injury)	0-24 Mos. IS-IV IS-III IS-II	3-30 Mos. IS-IV IS-III IS-II	6-30 Mos. IS-III IS-III IS-II IS-I	20-30 Mos.	24-36 Mos.
3.	A&B DW (No or minor injury) B&E (Not dwelling) Larceny (\$250 to \$10,000)	0-12 Mos. IS-IV IS-III IS-II IS-I	0-15 Mos. IS-IV IS-III IS-II IS-I	0-18 Mos. IS-IV IS-III IS-II IS-I	0-24 Mos. IS-IV IS-III IS-II	6-24 Mos. IS-IV IS-III IS-II
2.	Assault Larceny under \$250	IS-III IS-II IS-I	0-6 Mos. IS-III IS-II IS-I	0-6 Mos. IS-III IS-II IS-I	0-9 Mos. IS-IV IS-III IS-II IS-I	0-12 Mos. IS-IV IS-III IS-II IS-I
1.	Operating Aft Suspended Lic Disorderly Conduct Vandalism	IS-II IS-I	IS-III IS-II IS-I	IS-III IS-II IS-I	0-3 Mos. IS-IV IS-III IS-II IS-I	0-5 Mos. IS-IV IS-III IS-II IS-I
Criminal History Scale		A. No/Minor Record	B. Moderate Record	C. Serious Record	D. Violent or Repetitive	E. Serious Violent

**Sentencing Zones**



Incarceration Zone



Discretionary Zone (Incarceration/Intermediate Sanction)



Intermediate Sanction Zone

**Intermediate Sanction Levels**

- IS-IV 24 Hour Restriction
- IS-III Daily Accountability
- IS-II Standard Suspension
- IS-I Financial Accountability

The numbers in each cell represent the range from which the judge selects the maximum sentence (Not More Than);  
The minimum sentence (Not Less Than) is 2/3rds of the maximum sentence and constitutes the initial parole eligibility date.

# APPENDIX

## Syllabi

**WRITE FOR LAW AND ORDER**  
**LIC 100 50 (6 credits) Fall 2009**

**MWF 10:30 a.m.-12:20 p.m. LC 211**

**Professor Michelle Bloomer Professor Carrie Finestone**

**(781) 280-3911**

**(978) 656-3127**

**[Bloomerm@middlesex.mass.edu](mailto:Bloomerm@middlesex.mass.edu)**

**[finestonec@middlesex.mass.edu](mailto:finestonec@middlesex.mass.edu)**

**Office Hours: W, F 12:30-1:20**

**Office Hours: MWRF 12:30-1:20**

**in LF (Federal Building) Room 305**

**Room 36 (5<sup>th</sup> floor)**

**(3<sup>rd</sup> floor)**

**and TTh 9:30-10:30 (on Bedford Campus)**

**Bedford House Room 110**

**Pre-requisites:** This course is open to all students who test or pass into ENG 071 and/or ENG 055 or ENG 060.

**Course Description:**

In a large, diverse society such as the United States where citizens have a great deal of individual freedom, how is order maintained? In this learning community we will examine the systems we use to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role of public attitudes, political forces and social institutions, such as the criminal justice system, in maintaining order. While examining the criminal justice system, students will develop skills in paragraph development, grammar, short essay writing, and research paper writing in preparation for ENG 101. In exploring this material, students will use fiction and nonfiction writing, poetry, and analytical and creative thinking strategies to sharpen skills in reasoning, problem solving, and factual analysis. Students in this **6 credit learning community** will receive credit for CRJ 100 Law and Order and ENG 071 Basic Writing.

*This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials will focus on key skills of communication, critical thinking, collaboration, organization and self-reflection. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved your communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the Basic Writing Course Curriculum Guide.*

### **Course Objectives:**

Course objectives are two-fold. This course examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students will use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis. This course will also help you develop and improve your writing skills. Through a combination of directed and specific writing techniques and varied rhetorical patterns, you will develop a better understanding of the writing process. You will also develop strategies and skills that will make you more effective when applying the writing process in any subject area.

### **Course Goals:**

By the end of the semester you will have a good understanding of how and why societies form, as well as an awareness of the characteristics of all societies. Through varied readings and class discussions you will also develop an understanding of the significance and importance of social order and the balance that is struck between rights and laws. We will also focus on the forces that allow societies to maintain order and the consequences of breaking rules. You will learn how to express yourself in writing by learning to pre-write, use grammar properly, write a thesis statement, introduction, and conclusion, and use sufficient evidence within paragraphs to support topic sentences. In addition, you will learn to read critically and see the connection between reading and writing and then apply your knowledge to written form. You will become adept at the basics of writing a five-paragraph essay and you will also learn to write a research paper.

### **Required Materials:**

Textbooks: Barkan, Steven, Law and Society, Pearson/Prentice-Hall, 2009.

Hayes, Levia and Bradley Waltman, Words on Paper, Pearson Education, Inc. 2009.

We also require you buy a journal (composition book), two folders to hold handouts and a two-section notebook. Finally, you must purchase a flash drive (or pen drive) on which to save all your writing.

Be sure to buy your textbook early at the beginning of the semester. The bookstore sends books back to the publisher after a few weeks and you will have to search for the book elsewhere.

### **Basis for Grading:**

Homework	20%
Quizzes	15%
Essays 1-2	20% (10 % each)
Midterm	10%
Research Paper	15%
Teamwork Project	10%
Final Exam	10%

**Teaching Style:**

The class will be a combination of lectures, class discussions, small group work, in-class writing, peer editing, stand-up comedy, and picnics. We will ask questions with the purpose of facilitating analysis of the material. You are expected to do the assigned reading or homework prior to class. Our classroom is a learning community and we learn from each other through our participation and involvement. We expect you to be attentive and an integral part of class discussions. In addition, our course information and your grades will be posted for each of you online on Blackboard and we will show you how to utilize this program.

**Attendance:**

You are all important to us! Students are expected to attend all classes. In fact, your attendance indicates your willingness to learn. We take attendance regularly. You are expected to be on time for class and to attend the entire period. If you miss more than *three* class sessions you will lose three points from your final grade for each additional absence. In addition, three late classes will equal one absence. If you absolutely have to miss a class, you are responsible for e-mailing us if you do not understand what you need to do before returning to class. It is not possible to be an active participant in class if you do not show up consistently. Furthermore, if you arrive late to class, it is your responsibility to make sure you were not marked absent. When you miss class, you also miss a great deal of knowledge that you will not be able to make up by just reading the text or borrowing notes. Therefore, you should realize that class attendance impacts your grade in many ways.

**Course Withdrawal Procedure**

If for any reason, you need to withdraw from this course during the semester, be sure to withdraw officially from the Enrollment Center (ground floor LC) by November 13, 2009. We also reserve the right to officially withdraw you from our course if you have exceeded your number of absences.

**Teamwork Project:** You will be working in a team to produce a written and oral report on a department at Middlesex. As a group, you will interview the head of your chosen department, write a brief written paper, and report on your findings to the class.

**Class rule for writing:** You must have all your rough drafts of essays reviewed by a peer from your feedback (peer editing) team AND by a professional tutor (Room 406 Writing Lab or a small group appointment with some classmates and one of your instructors) before you submit a final copy of your paper. In addition, you will need to have both someone from your feedback team AND the professional tutor/instructor sign the rough draft of your paper and then you will need to attach your rough draft(s) to the final copy of your paper. You will then hand in both copies when the final copy is due. *Also, if your paper is not reviewed by an instructor or lab tutor, you will lose 15 points from the final copy.*

**Late Assignments:**

If you are absent and have the homework finished, send it in with someone else or e-mail the assignment BEFORE class time! The assignment must be time-stamped via e-mail prior to class to be not considered late. Also, late assignments will not be accepted after five calendar days. There will be a penalty of 10 points each calendar day a paper is late. Unusual circumstances will be taken into consideration at our discretion.

**Disability Support**

Middlesex Community College is committed to the policies of nondiscrimination and equal opportunity for persons with disabilities. The college provides a variety of academic support services for students that include advising, tutoring, scribes, etc., on the 3<sup>rd</sup> floor- counseling area. If you have a disability or suspect you might have a disability, you are encouraged to visit the Disability Support Services Office. In addition, if you received disability support services in high school you are encouraged to visit the Disability Support Services Office and bring them your educational plan from high school. They will make the necessary arrangements for you and we will make all necessary accommodations when given a plan from their office.

**Plagiarism:**

In order for you to understand what constitutes plagiarism and to be aware of the possible consequences if you commit plagiarism, the following statement is taken directly from the 2007-2008 MCC Student Handbook (page 30):

“Plagiarism: taking and using the ideas, writings, or data of another without clearly and fully crediting the source. Examples include: not citing another person’s actual words or replicating all or part of another’s product; using another person’s ideas, opinions, work, data, or theories without reference, even if they are completely paraphrased in one’s own words; borrowing facts, statistics, or other illustrative materials without giving credit to the source; unauthorized collaboration with others on papers or projects.”

“Adherence to ethical standards is obligatory; members of the college community are expected to be honest and forthright about their undertakings. To falsify the results of one’s work, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination, is a serious offense. If it is proven that a student, in any course in which he or she is enrolled, has knowingly committed such violation, suspension from the course and a failing grade in the course may result.”

**Rules of Conduct:**

Each of us should be respectful of every other person. To preserve the learning environment in our classroom we expect you to adhere to the following rules:

Be punctual. Our society values punctuality. It reflects that you are ready and willing to undertake the task at hand and are respectful of others involved. If you are late, please come in quietly and take a seat in the back of the room.

Treat everyone in the classroom with respect and be tolerant of questions asked by fellow classmates. This is a diverse community and we need to respect each other's differences. Refrain from talking to other students during class or interrupting others. If you wish to contribute to the class discussion, please raise your hand to be recognized.

Turn off all cell-phones and pagers during class and put them where you cannot see them. They are a distraction to both you and your professors. If you are expecting an important call, speak to us before class. Please wait until class has ended before you pack up your bags.

Finally, napping in class is dangerous to your health (and course grade). Finally, during exams, any talking or cell phone use will result in an F.

**Final Exam:**

Your final exam is worth 10 points and is a requirement for the course. There will be two parts of the exam: 1) you must construct a well-written five paragraph essay (a topic of our choosing) to demonstrate your proficiency and readiness to take English Composition I the next semester. If your final exam is poor, you will fail the course regardless of your grades during the term. 2) Part II will be a cumulative test based on the material covered in class during the semester.

**Important Dates:**

- October 12 – Columbus Day (no school)**
- October 22 – Professional Day (no school)**
- November 11 – Veteran’s Day (no school)**
- November 26-28 – Thanksgiving break (no school)**
- December 16 – last day of class**

**FINAL EXAM: Part 1: Writing Exam in-class Rough Draft: December 16; Part II: Writing Exam and Law and Order Exam: Thursday, December 17 from 10:30-12:30 in our classroom.**

**Everyone must be present on these days and take these exams!**

Week #	Homework Due Monday	Homework Due Wednesday	Homework Due Friday	Weekly Topics
	<u>Textbook Key:</u> LS=Law and Society WP=Words on Paper			
1 9/9/09			Bring personalized journal to class.	Introduction- Syllabus- Writing Sample- Biopoem- Journal Writing-Time Management-Survey- Sending a professional email-Preview texts- Blackboard-The Late Paper*

2 9/14/09	WP-p. 24-29 Read this carefully. In journals, answer the question: what does writing have to do with my life and career? On a separate page, discuss your goals for this course. Explain.	Google one of the legal cases mentioned on p. 1-3 in LS and be prepared to explain the issue. LS- p. 1-7 WP-p. 3-8	WP- 10-13 **Time Management Chart and Journal –How efficiently did you manage your time this week? Did you attend all your classes? Were you properly prepared for them? Why or why not?	Prewriting-5 paragraph essay- Functions and rule of law- Textbook Reading-Pre-reading- Reading Strategies- Summarizing- Notetaking
3 9/21/09	**Lecture Summary- Summarize notes from last Wednesday’s LS lecture. Be prepared for an **open notes LS quiz. WP- p. 14-20. On p. 20 do Q. 1-3.	Journal Reaction- What does social control mean to you? What would you do if there were no laws? What laws are important to you?	WP- Complete p. 30-33; Read <i>An American Childhood</i> Handout and questions.	Vocabulary 1-**What would you do if there were no laws? Group Activity- Feedback Teams- Contracts- Thesis Statements- Mechanics and Grammar Correction Symbols
4 9/28/09	LS- p. 21-27. <i>Arranging a Marriage in India</i> p. 122-131. On p. 122, answer Pre-reading Q. 2 in journal. Also, include whether or not you think this violates a person’s rights who lives in the USA.	LS- p. 27-30. Reread LS p. 25 and in your journal, tell of a time when you were obliged to obey the law. What caused you to obey the law? Also, summarize LS lecture on Monday. Vocab. Test	WP- Read p. 57-58; On p. 61 do Ex.4+5; read p. 63- do Ex. 8. WP-Read p. 39-41 <i>Salvation</i> . Answer Comprehension Questions: 1,4,5 Questions on Writing Tech.: 5	Definitions of Law- Narration-Plan rough draft for Essay 1- Topic sentences- Descriptive writing- Denotation- Connotation Objective vs. subjective description- Vocab. 4 types of sentences
5 10/5/09	Rough Draft due; WP Read p.68-74 <i>Two Kinds</i> ; Answer Comp. Questions 1,4	LS-p.55-64	LS-p. 70-71; 75-77; In your journal: would you rather be tried by a jury or a judge? Explain	Families and types of laws-Ethical dilemmas Peer Review of Summary*

			your reasons. Would you rather be tried in the U.S. or France? Why?(use the text to help you)	
6 10/12/09	Columbus Day- no school	Essay 1 due	Journal: Summarize notes from Monday's LS lecture and notes.	Vocabulary 2- Choice- Types of Laws-Civil Law Assign Team Project* Shifting from First to Third Person*
7 10/19/09	WP- Read p. 202-211 <i>The Ways We Lie</i> On p. 211, do #2 in your journal.	Journal Reflection on "A Nation of Cheaters"* WP p. 94-101 (do all exercises)	Vocab. Test	Verb Tenses-Law and Morality- Cheating* Snitching Writing Workshop: Sentence Fragments*
8 10/26/09	Required rewrite for Essay 1 WP- Read p.227-8 <i>The Road Not Taken</i> Answer Comp Questions 1-3	LS- p. 92-104 **Stages of a Dispute and Dispute Resolution Methods Journal- Write about a dispute you had and how it was resolved. Specify the method of dispute resolution utilized.	Journal- Summarize notes from Wednesday's lecture and notes. Begin preparing for Midterm.	Accountability-Group Activity (WP p.135-6) Test-taking Tips- Preparing for Exams- Learning Styles <i>Mr. Timothy</i> -Law & Dispute Processing
9 11/2/09	Study for Midterm	Midterm	WP: Read p. 249-252 – <i>The Declaration of Independence</i> . List 5 complaints made about the	Midterm

			King of Great Britain.	
10 11/9/09	Read <i>The Bill of Rights</i> handout WP: p. 138-143:Mechanics and Grammar.	Veteran’s Day – no school	Rough Draft Essay 2 due. Journal- Did you learn anything new after reading “The Declaration of Independence” and “The Bill of Rights?” Be specific.	Bill of Rights Comparison-Contrast “Bring Back Flogging” Jeff Jacoby
11 11/16/09	Read article “In War, Is Law Silent?” Complete handout and write a topic sentence that explains the content of the article. Then use the following template: According to _____(author) state the most important fact from the article. This points out (put own opinion).	Essay 2 due	Read Torture Articles. Complete handout.	Comparison-Contrast* Vocabulary 3 Persuasive Writing Citing newspaper articles. Torture Articles Mob mentality Walmart example
12 11/23/09	Vocabulary Test 3 LS: “Law and Social Change” read p. 168-169; 178-180; 190-195. Be ready for quiz.	Journal: summarize class notes from LS lecture. Read <i>The Lottery</i> -in journals discuss mob mentality and if you’ve ever been part of it; assimilation—in what ways you or your family have	Thanksgiving – no school	Persuasive Writing Sweet Debate* In-Text Citation and Quotation Practice* Research Paper Writing Library Visit Law and Social Change <i>The Lottery</i>

		assimilated; family traditions you have. Then complete handout.		
13 11/30/09	Rewrite for Essay 2 due.	Team Presentations * Optional: WP: p. 214-216 Read all research articles taken from library Journal Writing p. 269- Choose 1 Writing Suggestion and respond to it in your journal.	WP: Read p. 246-7, <i>No Comprendo</i> ; Comp Q.#1-5; Questions on Writing #1, 2,3. Journal: Reaction to your grade on Essay 2.	Research Paper Writing
14 12/7/09	Work on research paper.	WP: Read p. 175-177- <i>The "M Word": Why it Matters to Me</i> ; Q. on Writing Technique: #1,4,5. Comment on his persuasiveness. WP: Read p. 262-268- <i>Why ne Peaceful Woman Carries a Pistol</i> . Answer Pre- Reading Question #1 in journal.	Work on research paper. Prepare Study Guide for Law and Order portion of exam.	Library Visit Gay Marriage Persuasive Arguments
15 12/14/09	Work on research paper.	Journal: Have your expectations been met? Last Day of Class;Begin Writing Exam Research Paper due	Classes have ended. Exam given on Thursday, December 17, 10:30-12:30	Study Guides; Test Preparation <u>Reading Critically and Writing Well</u> "Working at McDonald's " for classroom activity p. 302-306

Extra Credit Assignment:

This must be done with **at least one** other person from class:

**Movie Time!**

There are five choices of movies to watch, all of them Hollywood "classics" about humans, crime, and the elements of choice: Crash (Racial Profiling), Little Caesar (public enemies, public heroes), Rear Window (Surveillance Film), Taxi Driver (the causes of crime), Dirty Harry (detective and crime film)

Choose one to watch. Then go write about it – Write a brief synopsis (summary) of the characters and plot. Then, choose one of the topics we have discussed in this course to write about: You may look for examples of discretion and explain each and the choice the character could have made. Or, you might discuss mob mentality or morality. Explain the character's choice and the consequence that followed as a result of that choice. Remember, you must incorporate something we have discussed from your Law and Society text and discuss its relevance in the movie.

\*Adapted from activities developed under the Title III grant. **Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement.**

Writing Rubric (our grading system for essays)

Ability	5 (100) Exceptional	4 (80) Strong	3 (60) Acceptable	2 (40) Weak	1 (20) Poor
<b>1.Content that fulfills a specific purpose with a clear thesis</b>	This paper provides a coherent response, a clear thesis and reflects confidence and careful thought	Provides a coherent response, clear thesis and reflects some thought	Provides a coherent response to the assignment; thesis is present	Provides a response to the assignment; thesis is vague or inadequate	Paper does not relate to the assignment; non-existent thesis

<b>2. General statements (topic sentences) supported, developed, illustrated by relevant details</b>	General statements supported, developed, illustrated by relevant details	General statements usually supported, developed, illustrated by relevant details	Inconsistent details support general statements.	Some irrelevant details, some inappropriate details; paper short and underdeveloped	General statements lack support, details, and development
<b>3. Evidence of effective paragraphing and sentence structure including vocabulary, word choice, and language.</b>	Strong command of sentences and paragraphs; vivid word choice; language is accurate and communicates sophistication	Reflects mostly a command of sentences and paragraph structure. Language communicates intent and is accurate for the requirements of the assignment.	Sentence structure may be relatively simple but phrasing clear; adequate paragraph structure. Language may be vague or include vocabulary inappropriate for the assignment.	Paragraphs have lapse in unity and coherence. Sentence structure is confusing. Language is much too often unclear.	Poor paragraphing and sentence structure; unclear language
<b>4. Organization is clear, logical and suitable for the assignment.</b>	Order, structure and presentation of information are clear and logical.	Organization structure is strong and reflects a sense of purpose.	Organization has been attempted but does not fully serve the topic and the reader is not always sure why some material is included.	A clear sense of direction is absent. Information is strung together in a loose or random fashion.	There is no organization of ideas. Ideas are unrelated, unclear, and do not flow.
<b>5. Standard grammar, spelling, agreement and punctuation are utilized.</b>	Free of errors in punctuation, spelling, mechanics, usage, and agreement	Very few minor errors in punctuation, spelling, mechanics, usage, and agreement	Some errors in punctuation, spelling, mechanics but not a hindrance to comprehension	Many errors in punctuation, spelling, agreement, and mechanics interrupt the flow of text.	There are numerous grammar and mechanical errors which impede reading the text.

MIDDLESEX COMMUNITY COLLEGE  
LOWELL, MASSACHUSETTS 01852  
FALL 2009

OFFICE HOURS: Before or after class or by appointment  
Office: 978-453-0201 ext. 224  
[Jburke5260@aol.com](mailto:Jburke5260@aol.com)

COURSE SYLLABUS

COURSE TITLE: Law and Order

COURSE NO: CRJ 100 51

INSTRUCTOR: Joseph Burke

COURSE  
DESCRIPTION:

Criminal Justice

CRJ100-51 Law And Order 3 Credits

Every society has both formal and informal means of requiring people to follow its rules. This course examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students will use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis. Corequisite: EN 1101 and/or En 2102. Note: This course is open to first semester CJ students only. It is required for first semester CJ students who test into En 071 and or En 055.

Because this course was redesigned under the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, students will demonstrate improvement in their communication, critical thinking, collaboration, organization and self-assessment skills.

PREREQUISITE: This course is only open to FIRST SEMESTER CJ STUDENTS who test into EN 071 and/or EN 055.

CREDIT HOURS: Three credits

CONTACT HOURS: Two-and one half per week  
Tuesday & Thursday – 7:30am – 8:45am

**REQUIRED TEXT: Law And Society  
An Introduction  
Steven E. Barkan  
Pearson Education, Inc.**

**SUPPLEMENTARY**

**MATERIALS:** Appropriate films and hand-outs will be utilized throughout the course. Students are encouraged to bring to class current information from newspaper, and other media.

**INSTRUCTIONAL OBJECTIVES:**

- To explore the characteristics of a society
- To explore whether all societies need laws
- To examine the differences between and significance of laws and rights
- To understand how laws and rights develop
- To examine how social rule are changed
- To analyze how societies respond to rule breakers
- To understand the importance of punishment as a method of maintaining order

**TEACHING SYTLE:**

This course will be presented through lectures, and interactive discussions. Student input is vital to learning, and all students will be encouraged to participate in classroom discussions, and group work., It is important that students read the assigned chapters prior to attending class.

**ASSESSMENT:**

<b>EXAMINATION #1</b>	<b>30%</b>
<b>EXAMINATION #2</b>	<b>30%</b>
<b>FINAL</b>	<b>30%</b>
<b>ACTIVITY PAPERS</b>	<b>10%</b>

**ASSIGNMENTS:**

There will be a combination of written and in-class assignments. Some of the written assignments will require that the student react to an assigned article for example: an article on hate crimes, or dealing with diversity in law enforcement). ALL written assignments MUST be typed, and free of spelling and grammatical errors. Each assignment will be given out at least one week prior to the due date. If an assignment is original is late (up to one week), the highest grade possible for that assignment will be 50% of the original value. If you are not present on the day of an in-class assignment, you are not able to make-up that assignment.

**EXAMINATIONS:**

Exams will consist of a combination of objective, short answer, and essay questions. Assigned articles and in-class discussion topics will be included within exam questions.

**\*\*A missed exam will result in a grade of zero for that exam. There are normally no make-up exams, unless arranged prior to the particular exam, or a student can show unique (documented) circumstances that prevented him/her being present on the date of the exam. Missed exam can be made-up ONLY at the discretion of the instructor. Make-up exam, if granted, will be different than those taken on the scheduled dates. You MUST call (978)656-3109 on the day of the missed exam or assignment and leave the following information; your name, the date and time of the call, and telephone number at which I can reach you. Failure to do so will result in a refusal by the instructor to grant a discretionary make-up.**

**ATTENDANCE:**

Attendance is crucial. And will be recorded. Attend class and learn. If you fail to attend class you miss an opportunity to learn. Class participation is very important, and communication is emphasized.

If illness, accident or extenuating circumstances make it impossible for a student to attend classes over a period of several days, please notify me. If you miss more than (2) successive classes, or a total exceeding (4) classes for the semester, the result will be a diminished course grade, or possibly a failing grade.

**DISABILITY SUPPORT SERVICES:**

Students with documented disabilities and/or students who think they may have a disability are encouraged to access the confidential services and accommodations available to them through the Disability Support Service Office. Located on the second floor of the Enrollment Center in Bedford and the third floor of City Campus, DSS provides testing and classroom accommodation, and services such as tutoring to students with documented physical and/or learning disabilities.

**TUTORING:**

Professional and peer tutors in reading/study skills, writing, science, accounting and math are available to assist students with assignments and projects. There are tutoring labs with extended hours on both campuses and I encourage you to explore their services.

**A FEW DETAILS:**

Please plan your schedule so you can be on time to class. You should turn off cell phones, pagers and other noisemaking devices before class begins. If it is necessary for you to keep a device on, please see me.

<u>DATE</u>	<u>TOPIC</u>	<u>READING</u>
9/10/09 & 9/15/09	Introduction The Freshman Experience	Chapter 1 Handouts
9/17/09 & 9/22/09	Society and Law	Chapter 2
9/24/09 & 9/29/09	The Purpose of Law Types of Law	Chapter 3
10/1/09 & 10/6/09	How Does Behavior Become Illegal How Statutory Laws Are Made	Chapter 5
10/8/09	First Exam	
10/13/09	Research Project Instruction	Chapter 4
10/15/09, 10/20/09 & 10/27/09	Has order been brought to Iraq The Rule of Law/Iraq	Handouts & Articles
10/29/09 & 11/3/09	The Crime Picture	Handouts
11/5/09 & 11/10/09	A Look at Causes of Crime	Handouts
11/12/09	SECOND EXAM	
11/17/09 & 11/19/09	Police and the Law	Handouts
11/24/09 & 12/1/09	Courts and the Law How Sentencing a Defendant Works	Chapter 9 Handouts
12/3/09 & 12/8/09	Corrections and the Law	Handouts
12/10/09 & 12/14/09	Juveniles and the Law	Handouts



Bedford Campus

**LAW AND ORDER – CRJ 100 01**  
**Fall Semester, 2009**

Instructor: Augusta G. Dickson, Esq.  
[agdlaw@netzero.net](mailto:agdlaw@netzero.net)  
(978) 937-2666

Office Hours: I will make myself available to meet with students immediately before and immediately after the class meeting time and at any mutually convenient time by appointment.

Course Description: Law and Order is a Freshman Experience course intended to provide the student with a working knowledge of the criminal justice system and other entities, formal and informal, used to establish order and discourage socially unacceptable behavior. The student will investigate the role of public attitudes, political forces and social institutions on maintaining order in our society. It is expected that the student will acquire an understanding of legal terminology and legal concepts and how they relate to current issues.

*This course was redesigned as part of the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement. The course materials will focus on key skills of communication, critical thinking, collaboration, organization and self-reflection. As students in the pilot version of this course you will have an opportunity to think more explicitly about these skills, to apply them to course concepts and then to demonstrate how you have improved your communication, critical thinking, collaboration, organization and self-reflection skills by the end of the semester. Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the Basic Writing Course Curriculum Guide.*

Text: Steven E. Barkan, Law and Society, An Introduction, 1<sup>st</sup> ed. Pearson Prentice Hall, (2008)

A Legal Dictionary as a resource is recommended but not required.

Handouts and case materials will be distributed during the semester.

Instructional Objectives:

- Provide an understanding and appreciation of the scope and importance of the law.
- Create a basic knowledge of the fundamental concepts, principles and rules of law and their evolution in creating an ordered society.
- Foster the ability to recognize and identify the conflicts between law and morality.
- Encourage analytical and creative thinking strategies with universal applications.
- Promote use of skills for reasoning, problem solving and factual analysis.

Teaching Procedures: Instruction will primarily consist of a lecture format with open discussion of issues and topics. Students are expected to complete assigned readings in preparation for class and take notes of lecture topics. All assigned reading material will be tested regardless of whether it is addressed in class discussion or not.

It is my intent to provide an environment in which students are free to discuss current and possibly controversial topics within the framework of the course description

Attendance Policy: Attendance will be taken each class period. You will not be graded on your attendance but class participation may be taken into account to enhance your final grade and thus each student will benefit by being present and joining in class discussion in an informed way. More than 3 unexcused absences will require a meeting with the professor to evaluate the student's participation and commitment to the class.

There will be **no make-up tests or quizzes** unless the student has prior approval from the instructor or provides reasonable justification (to be determined by the instructor) for his or her inability to attend the class.

Grading Policy: There will be 2 unit tests during the semester, each worth 20% of the final grade. Each test may include multiple choice, short answer and essay questions. There will NOT be a mid term examination but there will be a final examination worth 30% of the final grade. There will be a written project assigned worth 10% of the final grade. 20% of the cumulative final grade will be based on quizzes and group projects, including blackboard assignments.

Test Schedule:           October 14, 2009  
                                   November 13, 2009

Final Examination: TBA

NOTE: ALL HANDOUTS LISTED BELOW WILL BE POSTED ON BLACKBOARD  
 It is the student's responsibility to access the posted material

Reading Assignment Schedule:

9/9	Intro pp. 12-20
9/14-9/16	Chapter 2 – pp. 21-30 Lesson Plan – Lecture Review*

	Lesson Plan – Introduction Exercise*
9/18 – 9/23	Chapter 3 – pp. 55-71 Handout- Reading Strategies Lesson Plan – Lecture Review*
9/25	Handout –“The Lottery”, Shirley Jackson Handout – Using Blackboard’s Journal Lesson Plan – Lecture Review*
9/28-10/9	Lord of the Flies – Journal entries, class discussion, quizzes, review Lesson Plan – Lecture review* Lesson Plan – Test Review Jeopardy*
10/16 -10/19	Handout - Constitutional Law Lesson Plan – Bill of Rights* Lesson Plan – Lecture Review*
10/21 -10/23	Chapter 3 pp. 70-91 Handout – Civil Law Lesson Plan – Lecture Review*
10/26-10/30	Chapter 3 pp. 70-91 Criminal Law Lesson Plan – Lecture Review* Lesson Plan – Law and Public Policy*
11/2-11/4	Chapter 3 pp. 70-91 Administrative Law, Executive Orders Lesson Plan – Lecture Review*
11/6-11/9	Chapter 3 pp. 70-91 Military Law Lesson Plan – Lecture Review*
11/16-11/18	Chapter 3 pp.70-91 Native American Law, International Law Lesson Plan- Lecture Review*
11/20-11/25	Chapter 9 Courts and Juries – pp. 267-288 Handout – State and Federal Court Systems Lesson Plan – Lecture Review*
11/30-12/2	Chapter 4 – pp. 92-95; 112-133 – Dispute Resolution Lesson Plan – Lecture Review*
12/4-12/7	Chapter 5- pp. 134-167 Handout – Department of Corrections Lesson Plan – Lecture Review*
12/9-12/11	Chapter 8 pp. 237-266 – Law as a Profession Lesson Plan – Lecture Review*
12/14-12/16	Review

Please note that the dates for these reading assignments may change during the course of the semester. It is the student’s responsibility to stay informed of any changes or modifications.

**College Closing Policy:**

Announcements regarding closing of the college for day classes (starting between 7:30am and 4:30pm) will be placed on the college telephone system\* and broadcast on the following television and radio stations:

Television

WBZ (Ch 4)

WCVB (Ch 5)

WHDH (Ch 7)

Radio

WRKO (680 AM)

WCAP (980 AM)

WBZ (1030AM)

\*The telephone system message can be accessed by dialing either 978-656-3200 or 781-280-3200. **This method is recommended for the most accurate message that has been issued by the college.** The media outlets, due to their hundreds of notices regarding closings and delayed openings, are less reliable.

**MIDDLESEX COMMUNITY COLLEGE  
BEDFORD, MASSACHUSETTS  
(617)797 – 6242  
nolanr@middlesex.mass.edu**

**Fall 2009      Office Hours: Upon request**

**COURSE SYLLABUS**

Course Title:                    **LAW AND ORDER**

Course No:                      CRJ 100      Section 2

Instructor:                      Robert Nolan

Course  
Description:                      Every society has both formal and informal means of requiring people to follow its rules. This course examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students will use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis. Corequisite: EN 1101 and/or En 2102. Note: This course is open to first semester CJ students only. It is required for first semester CJ students who test into En 071 and or En 055.

Because this course was redesigned under the Title III grant, Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement, students will demonstrate improvement in their communication, critical thinking, collaboration, organization and self-assessment skills. . *Many of the activities in this course focus on the development of these skills, and the activities on the course calendar which are marked with an asterisk are featured as examples of "best practices" in the Law and Order Course Curriculum Guide.*

Prerequisite:                      This course is only open to FIRST SEMESTER CJ STUDENTS who test into EN 071 and/or EN 055.

Credit Hours:                    3 credits

Contact Hours:	<b>Tues/Thurs 9:00 – 10:15 NA-209 Bedford Campus</b>
Required Text:	Law And Society An Introduction Steven E. Barkan Pearson Education, Inc.
Supplementary Materials:	Appropriate films and hand-outs will be utilized throughout the course. Students are encouraged to bring to class current information from newspaper, and other media.
Course Objectives:	This course examines the criminal justice system and other mechanisms we rely on in the United States to discourage people from engaging in socially unacceptable behavior. Current events and related topics will be used to explore the role and impact of public attitudes, political forces and social institutions on maintaining order in a diverse society. In dealing with this material, students will use analytical and creative thinking strategies and sharpen their skills in reasoning, problem solving and factual analysis.
Course Goals:	By the end of the semester you will have a good understanding of how and why societies form, as well as an awareness of the characteristics of all societies. Through varied readings and class discussions you will also develop an understanding of the significance and importance of social order and the balance that is struck between rights and laws. We will also focus on the forces that allow societies to maintain order and the consequences of breaking rules.
Teaching Style:	This course will be presented through lectures, and interactive discussions. Student input is vital to learning, and all students are encouraged to participate in classroom discussions and group work. Common courtesy and respect for each other is expected. <b>IT IS VERY IMPORTANT THAT STUDENTS READ ASSIGNED MATERIALS PRIOR TO ATTENDING CLASS.</b>

- Assessment:
- |  |       |
|--|-------|
| Homework / Classwork Assignments           | (25%) |
| Examination # 1                            | (20%) |
| Examination # 2                            | (20%) |
| Research Assignment                        | (10%) |
| Final Examination ( <b>comprehensive</b> ) | (25%) |
- Assignments:
- There will be a combination of written and in-class assignments. ALL written assignments MUST be typed, and free of spelling and grammatical errors. Each written assignment will be given out at least one week prior to the due date. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** If you will not be in class on the day the assignment is due, please turn it in prior to the class. If you are not present on the day of an in-class assignment, you are not able to make-up that assignment.
- Research Assignment:
- The written assignment will include: library research; evaluation of potential research sources; and a summary of those sources. **Complete and detailed assignment requirements will be handed out in class.**
- Examinations:
- Exams will consist of a combination of objective, short answer, true/false and essay questions. Assigned articles and in class discussion topics will be included within the exam questions. A missed exam will result in the grade of zero for that exam. There are normally no make-up exams, unless arranged prior to the particular exam, or a student shows unique (documented) circumstances that prevented him/her from being present on the date of the exam. Missed exams can be made-up ONLY at the discretion of the instructor. Make-up exams, if granted, will be different than those taken on the scheduled dates. **YOU MUST CALL (617) 797 – 6242 ON THE DAY OF THE MISSED EXAM AND LEAVE THE FOLLOWING INFORMATION: YOUR NAME, THE DATE AND TIME OF THE CALL, AND A TELEPHONE # WHERE I CAN REACH YOU. FAILURE TO DO SO WILL RESULT IN A REFUSAL BY THE INSTRUCTOR TO GRANT A DISCRETIONARY MAKE- UP EXAM.**
- Attendance:
- Attendance will be taken at the start of each class. Attendance is defined as being on time, prepared for class, and participating in class discussion. Should something happen that you cannot attend class, it is **your responsibility to get class notes / assignments from a classmate**

**(not from me).** If you miss more than *three* class sessions you will lose three points from your final grade for each additional absence. In addition, three late classes will equal one absence. There are no make-ups for in-class assignments. An exam can only be made up with proper documentation (doctor's note, jury slip, etc). and policy followed under Exam section of the syllabus.

**Course Withdrawal Process** If for any reason, you need to withdraw from this course during the semester, the last day to withdraw is **Nov 13, 2009**.

**Classroom Behavior:** Please be on time for class, turn off all cell phones and Pagers, do not wear headphones in class, and be respectful of others in the classroom.

**Plagiarism:** If it is proven that a student has committed plagiarism, the student will be given an F in the course. You will be given a **Tip Sheet on Understanding Plagiarism**.

**Disability Support** Middlesex Community College is committed to the policies of nondiscrimination and equal opportunity for persons with disabilities. The college provides a variety of academic support services for students that include advising, tutoring, scribes, etc., on the 2nd floor of the enrollment center building. If you have a disability or suspect you might have a disability, you are encouraged to visit the Disability Support Services Office. In addition, if you received disability support services in high school you are encouraged to visit the Disability Support Services Office and bring them your educational plan from high school. They will make the necessary arrangements for you and we will make all necessary accommodations when given a plan from their office.

***CRJ 100 COURSE OUTLINE AND READING ASSIGNMENTS***

DATE	TOPIC	READING
9/10	<b>INTRODUCTION</b> Introduce course Go over syllabus Introduce textbook	None
9/15	<b>Ms. Mucci – Presentation</b> Academic Support Services	Hand-outs
9/17	<b>Constitution Day Presentation</b>	Hand-outs

9/22 & 9/24	<b>* Social Nature and Significance of Law / Listening &amp; Taking Notes</b>	Chap. 1 (text) pg 1-6 Your College Exp. Chap 5
9/29 10/1	<b>* Managing Your Time *How Has Email Affected the Ways We Write and Communicate</b>	Your College Exp. Chap. 2 Your College Exp. Chap. 9 Barron's Hand-out
10/06 & 10/08	<b>*Understanding Society and the Law</b>	Chap. 2 (text) pg 21-27 & Hand-outs
10/13	<b>Ms. Dameron - Presentation</b> Career Services	
10/15 & 10/20	<b>Law and Dispute Processing</b>	Chap. 4 (text)
<b>10/22</b>	<b>No Class – Professional Day</b>	
10/27	<b>Exam #1</b>	
10/29 & 11/03	<b>Law and Social Control</b>	Chap. 5 (text)
11/05	<b>“Broken Windows Theory”</b>	Hand-outs
<b>11/13</b>	<b>Last Day to Withdraw</b>	
11/10 & 11/17	<b>Courts and Juries</b>	Chap. 9 (text)
11/19 & 11/24	<b>Corrections in the United States</b> * “Bring Back Flogging” “Why We Must Fix Our Prisons”	Hand-outs
<b>11/26</b>	<b>No Class – Happy Thanksgiving</b>	
12/1	<b>Exam #2</b>	
12/3 & 12/8	<b>Policing in the United States</b>	Hand-outs
12/10	<b>Uniform Crime Reports / How Do We Measure Crime in our Society?</b>	Hand-outs
12/15	<b>Semester Review</b>	
12/18	<b>Final Exam 10:30 am – 12:30 pm</b>	