Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course: CJ 105 Criminal Law

Semester: S2I 2009 EMC

Faculty: Jasper, Thomas F Jr.

Title: Adjunct Faculty

Degrees/Certificates: B.S. Political Science/History
Juris Doctor
LL.M (Masters in international law)

Office Location: US Bataan (LHD-5)

Office Hours: 0600-2200

E-Mail: thomas.jasper@park.edu
jasperf@yahoo.com
thomas.jasper@bataan.usmc.mil

Semester Dates: 15 Jun 09 - 8 Dec 09

Class Days: TBA

Class Time: TBA

Credit Hours: 3

Textbook:

Textbooks can be purchased through the MBS bookstore
Textbooks can be purchased through the Parkville Bookstore

Additional Resources:

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance via email or at 800-270-4347.

Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.

Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024

Resources for Current Students - A great place to look for all kinds of information http://www.park.edu/Current/
http://www.findlaw.com/
http://www.fbi.gov/
http://answers.com/topic/mcnaghten-rules

Course Description:
CJ105 Criminal Law: This course is a survey of the history and nature of criminal law in the United States. Substantive Criminal law, defenses, and criminal responsibility will be studied within the context of the criminal justice process and rules of evidence. 3:0:3

Educational Philosophy:
All students should engage in a life-long pursuit of learning to obtain a solid educational foundation in their chosen discipline.
I challenge you to absorb the presented information and academic perspectives and strive to develop independent-analytical viewpoints. Be prepared to engage in lively class discussion and debate based from lectures, readings, quizzes, dialogues, and your personal experiences to enhance your academic development.

Learning Outcomes:

Core Learning Outcomes

1. Delineate a basic understanding of the historical development of criminal law in the United States, while perceiving the nature and purpose of criminal law.
2. Demonstrate knowledge of the substantive criminal law, both common law and modern statutes, including the different categories of crimes and the elements of each.
3. Employ improved ability to effectively gather, evaluate, and communicate information in both written and oral forms

Core Assessment:

Core Assessment Assignment

For use beginning Fall 2008

During the course you are required to write three essays, each comparing a modern state statute with corresponding historical common law for that crime. The purpose in writing these essays is to examine the historical development of criminal law from common law principles to current state statutes, the relationship between criminal justice and the law, and the social policy implications of criminal law development.

Instructors may schedule the essays to be collected all at once or at different times during the course.

To complete each of the three essays, you should:

1. Write three essays: One essay will discuss uncompleted or inchoate crimes or parties to crimes. A second essay will discuss a crime against persons. A third essay will discuss a crime against property.
2. Select a state and its statute making an act a crime (e.g. stealing).
3. Research the historical common law for that crime.
4. Based on your research, compare the current criminal statute with the historical common law to see how the elements of the crime have evolved.
5. Write a short essay, 1,250 words or five typewritten or computer-generated pages, describing the elements of the current state statute, the elements of the historical common law, and comparing the elements and how they have changed. Discuss possible reasons for the changes in the elements, how the interaction of criminal justice agencies and the law may have contributed to these changes, and suggest new changes in the statute, based on society's needs today.

Each of your three essays must include:

1. A cover page
2. Introduction
3. Description of the elements of the crime under historical common law
4. Description of the elements of the current state statute for that crime
5. Compare how the elements of the crime have changed from the historical common law to the current state statute
6. Discuss possible reasons for the changes
7. Suggest new changes in the statute, based on society's needs today
8. Reference page, using APA style

You must demonstrate that you understand the terminology and the concepts used in criminal law. You must write using APA format for all source citations in both the body of the essay and in the reference page. Be sure to review the Core Assessment Rubric.

Link to Class Rubric

Class Assessment:

A. Chapter review (homework submissions), Chapters 1-14. Be prepared to answer 'questions for discussion' at the end of each section.
B. Three essays as indicated in the core assessment section
C. Students will make a 15-minute class presentation on one aspect of the law. Topic will be approved by instructor.
D. Final Exam to be held in class

Grading:

Classroom participation from assigned Chapter and associated review questions is valued up to 10 points per class for a total of 140 points.
Attendance 70 points (5 points per session)
Three Essays 150 points (50 points each)
Final Exam 120 points
Student presentation 50 points
Total possible points: 530

A 477-530
B 424-476
C 371-424
D 318-370
F Below 318

Late Submission of Course Materials:

Late work will receive a 10% deduction per class session late.

Classroom Rules of Conduct:

Please be respectful of other student's opinions and stay attentive throughout the entire class.

Course Topic/Dates/Assignments:

Session 1: Chapter 1: The Nature and History of Criminal Law
Session 2: Chapter 2: Criminal Liability and the Essence of Crime
Session 3: Chapter 3: Expanding the Concept of Crime
Session 4: Chapter 4: Extending Criminal Liability: Inchoate Offenses and Parties to Crime

Essay assignment
Session 5: Chapter 5: Justifications as Defenses
Student presentations
Session 6: Chapter 6: Excuses as Defenses
Student presentations
Session 7: Chapter 7: The Defense of Insanity
Student presentations
Session 8: Chapter 8: Legal and Social Dimensions of Personal Crime: Homicide
Essay assignment

Session 9: Chapter 9: Legal and Social Dimensions of Personal Crime: Assault, Battery, and Other Personal Crimes

Session 10: Chapter 10: Legal and Social Dimensions of Property and Computer Crimes

Session 11: Chapter 11: Offenses Against Public Order and Administration of Justice

Session 12: Chapter 12: Offenses Against Public Morality
Essay assignment

Session 13: Chapter 13: Victims and the Law

Session 14: Chapter 14: Punishment and Sentencing

Final Exam Review

Academic Honesty:
Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University 2008-2009 Undergraduate Catalog Page 87

Plagiarism:
Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing. Park University 2008-2009 Undergraduate Catalog Page 87

Attendance Policy:
Instructors are required to maintain attendance records and to report absences via the online attendance reporting system.
1. The instructor may excuse absences for valid reasons, but missed work must be made up within the semester/term of enrollment.
2. Work missed through unexcused absences must also be made up within the semester/term of enrollment, but unexcused absences may carry further penalties.
3. In the event of two consecutive weeks of unexcused absences in a semester/term of enrollment, the student will be administratively withdrawn, resulting in a grade of "F".
4. A "Contract for Incomplete" will not be issued to a student who has unexcused or excessive absences recorded for a course.
5. Students receiving Military Tuition Assistance or Veterans Administration educational benefits must not exceed three unexcused absences in the semester/term of enrollment. Excessive absences will be reported to the appropriate agency and may result in a monetary penalty to the student.
6. Report of a "F" grade (attendance or academic) resulting from excessive absence for those students who are receiving financial assistance from agencies not mentioned in item 5 above will be reported to the appropriate agency. Park University 2008-2009 Undergraduate Catalog Page 89-90

Disability Guidelines:
Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: http://www.park.edu/disability.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Competency</th>
<th>Exceeds Expectation (3)</th>
<th>Meets Expectation (2)</th>
<th>Does Not Meet Expectation (1)</th>
<th>No Evidence (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation</td>
<td>Appraises the sources into congruous and thoughtful conclusions - thoughtful thinking</td>
<td>Appraises the sources into congruous conclusions</td>
<td>Appraises the sources into conclusions</td>
<td>Evaluation is not present in artifact</td>
</tr>
<tr>
<td>Outcomes</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td></td>
<td>Combines common law and statutes into a consistent whole</td>
<td>Combines common law and statutes into a consistent whole</td>
<td>Combines two of the three types of sources into a consistent whole</td>
<td>Fails to combine at least two of the three types of sources into a consistent whole</td>
</tr>
<tr>
<td>Outcomes</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td>Analyzes key elements from all sources (the text, statute, and common law source)</td>
<td>Analyzes key elements from the text and statute</td>
<td>Analyzes key elements from only the text</td>
<td>Analysis is not present in artifact</td>
</tr>
<tr>
<td>Outcomes</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td>The artifact shows multiple instances and exceptional understanding of terminology and concepts</td>
<td>The artifact shows sufficient and satisfactory use of terminology and concepts throughout the paper</td>
<td>The artifact shows little and unsatisfactory use of terminology and concepts throughout the paper</td>
<td>The artifact fails to demonstrate an understanding of terminology and concepts</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Content of Communication

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Each section contains sufficient information that make the artifact a model for other students or publishable. The artifact is readable and understandable but it is sometimes difficult to transition from one section to another. The relationship is hard to understand. The artifact is difficult to read.</td>
</tr>
</tbody>
</table>

## Technical Skill in Communicating

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The artifact contains fewer than 5 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.). The artifact contains 5 to 10 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.). The artifact contains more than 10 errors in the APA writing convention and in the paper presentation (spelling, grammar, etc.). The artifact contains so many errors in the APA writing convention or in the paper presentation that it is difficult to read.</td>
</tr>
</tbody>
</table>

## Disciplinary Competency

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyzes previous laws and cases to decide the current constitutional issue in criminal justice and future implications of the resolution of this issue. Analyzes previous laws or cases (but not both) to decide the current constitutional issue in criminal justice and future implications of the resolution of this issue. Analyzes previous laws or cases (but not both) to decide the current constitutional issue in criminal justice, but fails to discuss future implications of the resolution of this issue. Shows no relationship between past issues and today's world.</td>
</tr>
</tbody>
</table>

## Disciplinary Competency

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Clearly discusses social policy implications of the proposed solution to the constitutional issue. Discusses social policy implications of the proposed solution to the constitutional issue. Mentions social policy. No discussion of social policy.</td>
</tr>
</tbody>
</table>

## Disciplinary Competency

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>See effective communication sections above. See effective communication sections above. See effective communication sections above. See effective communication sections above.</td>
</tr>
</tbody>
</table>

---

**Copyright:**

This material is protected by copyright and cannot be reused without author permission.

**Last Updated:** 5/15/2009 7:44:52 PM

---

**Serving Those Who Serve Their Community and Country.**