Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

A study of the necessary elements of crime in modern society. Actus reus, mens rea, intent, causation, concurrence and other principles are examined in addition to various criminal defenses used in courts of law. Prerequisite: CJUS 200.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.
**Disability Services**

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

**Faculty Information**

**FACULTY INFORMATION**

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

**Required Texts & Resources**

**REQUIRED TEXTS & RESOURCES**


**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can be found at www.pointuniversityshop.com.

**Course Technology**

**COURSE TECHNOLOGY**

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.
System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance

Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<table>
<thead>
<tr>
<th>Goal 1: The student will examine the purpose and nature of the criminal law in America.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1:</strong> The student will articulate the difference in criminal and civil law.</td>
<td>1.1,2.1,2.2,2.3,2.4</td>
</tr>
<tr>
<td><strong>Objective 1.2:</strong> The student will recognize and articulate the difference in criminal law and criminal procedure.</td>
<td>2.1,2.2,2.3,2.4,2.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2: The student will articulate the constitutional limitations of the criminal law in America.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2.1:</strong> The student will examine the U.S. Constitution in regard to its impact on American criminal law.</td>
<td>1.1,1.2,2.3,2.4,2.6,2.7,3.1</td>
</tr>
<tr>
<td><strong>Objective 2.2:</strong> The student will articulate specific constitutional limitations in the criminal law</td>
<td>1.1,1.2,2.2,2.3,2.5,2.6,3.1</td>
</tr>
<tr>
<td><strong>Objective 2.3:</strong> Students will appreciate the distinction between bills of attainder and ex-post facto law.</td>
<td>1.1,2.2,3.2,5,2.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3: The student will identify and articulate the various elements of individual criminal laws.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 3.1:</strong> The student will articulate the difference between voluntary and involuntary acts.</td>
<td>2.1,2.2,3.2,4,2.5,2.7</td>
</tr>
<tr>
<td><strong>Objective 3.2:</strong> The student will recognize and articulate the circumstances in which an individual may be held liable for failure</td>
<td>2.1,2.2,3.2,4,2.5,2.7</td>
</tr>
</tbody>
</table>
### Goal 4:
Students will examine the various defenses to criminal acts.

**Objective 4.1:** Students will recognize the concept of the presumption of innocence.

**Objective 4.2:** Students will articulate the modern defenses of criminal behavior.

### Goal 5:
Students articulate and apply biblically-based professional ethical principles pertinent to social problems and the criminal justice system.

**Objective 5.1:** Students will assess discretionary decisions in criminal justice from a biblically based and professional ethical perspective.

---

## Course Schedule

**COURSE SCHEDULE**

CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

[http://point.edu/course-schedules/](http://point.edu/course-schedules/)

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Nature, Purpose, and Function of Criminal Law</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
</tr>
<tr>
<td>Read Chapters 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Threaded discussion topic for Week 1, What is the purpose of the criminal law? Post your response to the discussion board.</td>
<td>Due Week 1, Day 5</td>
</tr>
<tr>
<td>View video-“Introduction to Criminal Law”; post a written critique, minimum of 100 words.</td>
<td>Due Week 1, Day 6</td>
</tr>
<tr>
<td>Critical thinking exercise for Week 1, Define and compare Bills of Attainder and Ex-Post Facto laws. List the various types of ex-post facto laws. What is the reason the U.S. Constitution prohibits retroactive legislation?</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td><strong>Unit 2: Elements and Parties to a Crime.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
</tr>
<tr>
<td>Read Chapter 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Threaded discussion topic for Week 2, What is the significance of concurrence in the law?</td>
<td>Due Week 2, Day 5</td>
</tr>
<tr>
<td>View the video: “Inchoate Crimes” and post a written critique to the discussion, minimum of 100 words</td>
<td>Due Week 2, Day 6</td>
</tr>
</tbody>
</table>
### Critical thinking exercise for week 2
What if participation after the crime were treated as the same as committing the crime? Would this have an impact on the crime rate in this country? Why or Why not?

**Unit 3: Legal Defenses to Criminal Actions**

**Week 3**
Read Chapter 5 and 6

Threaded discussion for week 3, Why is there a defense of abandonment for attempts to crime? What are the legal elements of this defense?

View the Video—“Defenses to Crimes” and post a critique to the discussion board, minimum of 100 words.

Critical thinking exercise for week 3: Describe the defenses of justification and excuse. Consider; what if defendants were held criminally liable regardless of their justification or excuse. How would such a difference affect the criminal justice system?

### Unit 4: Crimes against the Person

**Week 4**
Read Chapter 7 and 8

Threaded Discussion for week 4, Discuss the technical distinctions between the types of homicide. Articulate clearly your thoughts on the differences.

View the video: “Two Types of Homicide” and post a critique to the discussion board, minimum of 100 words.

Mid-term examination

### Unit 5: Crimes against Property

**Week 5**
Read Chapter 9 and 10

Threaded discussion topic for week 5, Should the government place a greater emphasis on prosecuting white-collar crime? Do you believe that white collar criminals should receive harsh prison sentences? Justify your position.

View video- “Crimes against Property”, then post a written critique, minimum of 100 words, on day 3

Critical thinking exercise for week 5, Identify the elements of
### Identity Theft. How are these crimes significant to contemporary society?

### Unit 6: Crimes against Public Order and Morality

**Week 6**
- Read Chapter 11 and 12
- Threaded discussion topic for week 6, What are the differences in disorderly conduct and riot? Are the two related? If so, in what ways? Due Week 6, Day 5
- View video-: “Disorderly Conduct in Texas”, then post a written critique to the discussion board, minimum 100 words. Due Week 6, Day 6
- Critical thinking exercise for week 6, How has the approach to the criminal regulation of Marijuana changed over time? What is your position on the current trend to legalize Marijuana? Justify the position. Due Week 6, Day 7

### Unit 7: Official Misconduct and the Administration of Justice

**Week 7**
- Read Chapter 13 and 14
- Threaded discussion topic for week 7, Do you believe Official Misconduct is prevalent in the American criminal justice system? Justify your opinion with objective statements and sources. Due Week 7, Day 5
- Final Examination Due Week 7, Day 7

### Grading Policies

**GRADING POLICIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique of the Video Segments--------------------------</td>
<td>150</td>
</tr>
<tr>
<td>Discussion Topic-----------------------------------------</td>
<td>175</td>
</tr>
<tr>
<td>Critical Thinking Exercises-----------------------------</td>
<td>275</td>
</tr>
<tr>
<td>Mid-term examination-------------------------------------</td>
<td>150</td>
</tr>
<tr>
<td>Final Examination-----------------------------------------</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.
Points Distribution
Graded assignments will be distributed as follows:

Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)
Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

Course Expectations

EXPECTATIONS

Etiquette & Netiquette
Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- [Netiquette](https://point.edu/catalogs/)
- [What every online student needs to know](https://point.edu/catalogs/)
- [Netiquette guide for online courses](https://point.edu/catalogs/)
- [Discussion board netiquette](https://point.edu/catalogs/)

Turnitin Requirement
It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will
check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

POLICIES
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study
SUGGESTED RESOURCES FOR FURTHER STUDY

Copyright Statement

Copyright and Further Dissemination

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.