

ADMJC105 : Concepts of Criminal Law

General Information

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Course Code (CB01) :	ADMJC105
Course Title (CB02) :	Concepts of Criminal Law
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2105.00) Administration of Justice
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000223206
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	03/19/2014
Course Description:	In this course students learn the historical development, philosophy, and constitutional provisions of the law and its impact within the criminal justice system. Students develop a working knowledge of legal terms and their definitions, look at the classification of crime and its causation, and conduct analytical research and study of case law decisions.
Submission Type:	Change to Content This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">Administration of Justice (Police science, corrections, law enforcement)
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Pass/No Pass
- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Associate in Science Degree in Administration of Justice for Transfer -

A.S. Degree for Transfer

Summer 2018

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)

Certificate of Achievement

Fall 2021

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU General Education Certification

Area D.10

Categories

Social Sciences
Sociology &
Criminology

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area 4.J

Categories

Social and
Behavioral
Sciences
Sociology &
Criminology

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

C-ID

Administration of Justice

Categories

C-ID discipline

Status

Approved

Approval Date

No value

Comparable Course

AJ 120

Cerro Coso General Education Requirements

Area 2.1

Categories

Social &
Behavioral
Sciences Social

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Faculty Load

0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours**Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

Total 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

Total 108**Time Commitment Notes for Students**

No value

Faculty Load**Extra Duties:** 0**Faculty Load:** 0**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course. **Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events application to theory and law.
Methods of Instruction	Case Study
Rationale	Case study analysis of law through Supreme Court of the United States precedent on issues related to criminal law. Students will read, evaluate, discuss and write a report on the highlighted case to determine the influences at the systems level on law.
Methods of Instruction	Discussion
Rationale	Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and

active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it.

Methods of Instruction

Project-based learning

Rationale

Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, case briefs, assigning groups to develop a project around community relations, and more.

Assignments

Textbook reading to prepare the student for class discussion on the applicable chapter.

Case law reading example: read the landmark case of Mapp v. Ohio, prepare a case brief, and be prepared to discuss how the Mapp decision impacted law enforcement agents in reference to the Fourth Amendment.

Methods of Evaluation

Rationale

Final Exam

Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.

Research Paper

Completion of a 3-5 page research paper describing the California three strikes law. The student will provide examples in the form of historical landmark court cases that altered the Zeitgeist of the criminal justice system in reference to the three strikes law. The student should identify the political, social, and ideological pressures that may have influenced the shift. The student will then provide their opinion on the three strikes law. Attention should be paid to the effectiveness of the law itself and the impact it has had on prison population. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.

Tests

Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws.

Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 4-6).

Distance Education Description: how outcomes are evaluated

Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e. knowledge assessments) and summative (i.e. quizzes and final exam) assessments are evaluated through active instructor feedback and grading.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Gardner, T., and Anderson, T.	Criminal Law	Cengage Publishing	2019	

Other Instructional Materials

Description	OER Criminal Law
Author	Lisa Storm
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives**Course Objectives**

Discuss the goals and characteristics of criminal law

Explain the adversary system and sources of criminal law

Discuss the philosophical and historical evolution of criminal law, noting the role of the judiciary in its development

Know the basic terminology, definitions, and theories of criminal law

Identify elements of offenses against the person, property, morals, and public welfare

Classify crimes according to severity

Explain the concept of lesser included offenses

Explain capacity to commit crime, causation, and culpability

Critically analyze various components of our system of criminal law

Explain and discuss criminal defenses, legal justifications, and burdens of proof

CSLOs

Evaluate the historical perspective, cultural evolution, and origin of criminal law.

Expected SLO Performance: 70.0

Social Science
IGETC PLOs Describe the method of inquiry used by the social and behavioral sciences.

Social Science
PLOs for CSU GE COA Describe the method of inquiry used by the social and behavioral sciences.

ISLOs
Core ISLOs Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

Compare and contrast the basic legal definitions and concepts of criminal law to include the various categories of criminal behavior such as crimes against persons, crimes against property, crimes against the government, crimes against public order, and vice crimes.

Expected SLO Performance: 70.0

Compare and contrast the different types of legal defenses and justifications for those defenses.

Expected SLO Performance: 70.0

Debate constitutional issues surrounding criminal case law decisions.

Expected SLO Performance: 70.0

ISLOs
Core
ISLOs Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

Outline

Course Outline

1. Nature and History of Criminal Law
 - a. What is Criminal Law?
 - i. Types of Crime
 - ii. Types of Law
 - b. Purpose of Law
 - i. Moral Enterprise
 - ii. Rule of Criminal Law
 - iii. Rule of Law
 - c. Historical Sources of Today's Law
 - i. Natural Law
 - ii. Early Codes
 - iii. Common Law
 - iv. U.S. Constitution
 - d. Federal System
 - e. Model Penal Code
2. Criminal Liability and the Essence of Crime

- a. Adversarial System
 - i. Standards of Proof
 - ii. Criminal Liability
- b. Basic Elements of Crime
 - i. Criminal Act
 - ii. State of Mind
 - iii. Concurrence
- 3. Expanding the Concept of Crime
 - a. Corpus Delicti
 - b. Resulting Harm
 - c. Principle of Legality
 - d. Necessary Attendant Circumstances
- 4. Inchoate Offenses and Parties to Crime
 - a. Criminal Attempt
 - i. Act Requirement
 - ii. Preparation
 - iii. Defenses
 - iv. Completed Offense
 - v. Punishment
 - b. Criminal Conspiracy
 - i. Doctrine of Complicity
 - ii. Elements of the Crime
 - iii. Plurality Requirement
 - iv. Required Intent
 - v. Parties to a Conspiracy
 - vi. Duration of Conspiracy
 - c. Criminal Solicitation
 - d. Parties to a Crime
 - i. Relationship of Complicity
 - ii. Accomplice Liability
 - iii. Accessory
 - iv. Criminal Liability of Corporations
 - v. Vicarious Liability
- 5. Justifications as Defenses
 - a. Types of Defenses
 - b. Nature of Defenses
 - c. Justification as a Defense
 - i. Necessity
 - ii. Self-Defense
 - iii. Resisting Unlawful Arrest
 - iv. Defense of Others
 - v. Defense of Home and Property
 - vi. Consent
- 6. Excuses as Defenses
 - a. Nature of Excuses
 - b. Categories of Excuses
 - i. Duress
 - ii. Intoxication
 - iii. Mistake
 - iv. Age
 - v. Entrapment
 - vi. Syndrome-Based Defense Enhancements
- 7. Defense of Insanity
 - a. Competency to Stand Trial
 - b. Purpose of Insanity Defense
 - c. The Insanity Defense – Common Misunderstanding
 - d. What is Insanity?
 - e. History of the Insanity Defense
 - i. M'Naughten Rule
 - a. Knowing Right from Wrong
 - ii. Control Rules
 - a. Irresistible Impulse Test
 - iii. Durham Rule
 - a. Crime as a Product of Mental Disease
 - iv. ALI Test
 - a. Substantial Capacity
 - v. Guilty but Mentally Ill

- f. Diminished Capacity
- g. How Widely Used Is the Insanity Defense?
- h. Consequences of an Insanity Defense
- i. Abolishing the Insanity Defense

8. Homicide

- a. Criminal Homicide
 - i. Corups Delicti
 - ii. Taking of a Life
 - iii. Definition of "Death"
 - iv. Time of Death
 - v. Proximate Cause and Homicide
- b. Murder
 - i. Malice Aforethought
 - ii. Capital Murder
 - iii. Felony Murder
- c. Manslaughter
 - i. Voluntary
 - ii. Involuntary
- d. Negligent Homicide
 - i. Vehicular Homicide
- e. Suicide

9. Assault, Battery and Other Person Crimes

- a. Assault, Battery and Mayhem
 - i. Assault
 - ii. Placing Another in Fear
 - iii. Conditional Assaults
 - iv. Aggravated Assaults
 - v. Attempted Assaults
 - vi. Anti-stalking Statutes
 - vii. Battery
 - viii. Aggravated Battery
 - ix. Mayhem
- b. Sex Offenses
 - i. Rape
 - ii. Same-Sex Rape
 - iii. Rape Shield Laws
 - iv. Sexual Assault
- c. Kidnapping and False Imprisonment
 - i. Kidnapping
 - ii. False Imprisonment

10. Property and Computer Crimes

- a. Theft Crimes
 - i. Larceny
 - ii. Embezzlement
 - iii. False Pretenses
 - iv. Forgery
 - v. Receiving Stolen Property
 - vi. Robbery
 - vii. Extortion
 - viii. Identity Theft
- b. Consolidation of Theft Crimes
- c. Burglary
- d. Arson
- e. Computer and High-Technology Crimes
 - i. Early Computer Crimes
 - ii. Computer Crime Laws
 - iii. Types of Computer Crimes
 - iv. Federal Cybercrime Enforcement Agencies
 - v. Internet-Based Crime

11. Offenses Against Public Order and the Criminal Justice System

- a. Crimes Against Public Order
 - i. Breach of Peace and Disorderly Conduct
 - ii. Fighting and Affray
 - iii. Public Intoxication
 - iv. Alcohol and Drug Laws
 - v. Riot and Unlawful Assembly

- vi. Vagrancy and Loitering
- vii. Weapons Carrying
- b. Crimes Against the Criminal Justice System
 - i. Treason
 - ii. Perjury and Contempt
 - iii. Obstruction of Justice
 - iv. Escape
 - v. Misconduct in Office and Bribery
- 12. Offenses Against Public Morality
 - a. Crimes Against Public Decency and Morality
 - i. Prostitution
 - ii. Pornography, Obscenity and Lewdness
 - iii. Other Consensual Sex Offenses
 - iv. Gambling and Gaming
 - v. Controlled Substances
 - vi. A Critique of Laws Regulating Public Morality
- 13. Victims and the Law
 - a. Who is a Victim?
 - b. History of the Victim
 - i. Philosophy of Victim Compensation
 - ii. Victim's Assistance Programs Today
 - c. Victims' Rights Legislation
 - i. Growth of Victims' Rights
 - ii. "Son of Sam" Laws
 - iii. Victim Impact Statements
 - d. Victim Statistics
 - i. National Crime Victimization Survey
 - ii. Violence Against Women
 - iii. Young Black Male Victims
 - iv. Uniform Crime Reports
 - e. Costs of Criminal Victimization
 - f. Restitution
 - i. Restoration Movement
- 14. Punishment and Sentencing
 - a. Sentencing Rationales
 - i. Retribution
 - ii. Deterrence
 - iii. Rehabilitation
 - iv. Restoration
 - v. Incapacitation
 - b. Imposing Criminal Sanctions
 - i. Federal Sentencing Practices
 - ii. Truth in Sentencing
 - iii. Determinate Sentencing Under Attack
 - c. Plea Bargaining
 - d. Traditional Sentencing Options
 - e. Hate Crimes
 - f. Capital Punishment
 - i. Courts and Capital Punishment
 - ii. Limits on Death Row Appeals
 - iii. Cruel and Unusual Punishments
 - g. Intermediate Sanctions

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

- Other

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Chat/Instant Messaging
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

NA

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV 20 Online 45 Onsite 35

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities