

**CENTRAL TEXAS COLLEGE  
SYLLABUS FOR CJSA 1318  
COURT MANAGEMENT**

**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. This course provides an exploration of operational issues in the administration of American courts. It will cover the responsibilities of court personnel, conscientious records management, and organizational management topics.
- B. This course is an elective course for an Associate in Applied Science Degree program.
- C. This course is occupationally related and serves in preparation for career(s) in Criminal Justice, Law Enforcement and Corrections.
- D. Prerequisite(s): (List)(None)
- E. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Intermediate Crime Scene Investigation, the student will:

- A. Identify operational issues in the administration of American courts. (C5-C7, F1, F2, F5, F6)
- B. Identify and list the duties and responsibilities of court personnel. (C5-C7, C9, C18, C19, F1, F2, F5-F17)
- C. Explain contemporary record management systems. (C5-C7, C9, C14, C18, F1, F2, F5-F17)
- D. Outline code of ethics, management styles, budgeting procedures, and critical thinking of American courts. (C5-C7, C9, C14, C18, C19, F1, F2, F5-F17)

**III. INSTRUCTIONAL MATERIALS**

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)
- B. Supplementary Reading:
  1. Scheb, John M., John M. Scheb II, *An Introduction to the American Legal System*, Albany, NY: West Pub, 2002.
  2. Stolzenberg, Lisa and Stewart J. D'Alessio, *Criminal Courts for the 21st Century*, 2<sup>nd</sup> ed, Upper Saddle River, NJ: Prentice-Hall, 2001.
  3. Baum, Lawrence, *American Courts: Process and Policy*, 4th Ed, Boston, MA: Houghton Mifflin Co, 1998
  4. Meyer, Jon'a F., Diana R. Grant, *The Courts in Our Criminal Justice System*, Upper Saddle River, NJ: Prentice Hall, 2003.
  - 5.. Mays, Larry G., Peter R. Gregware, *Courts and Justice: A Reader*, 2<sup>nd</sup> Ed, Prospect Heights, IL, 2000.
  - 6.. Peak, Kenneth J, *Justice Administration: Police, Courts, and Corrections Management*, 4<sup>th</sup> Ed, Upper Saddle River, NJ: Prentice Hall, 2004.

#### IV. COURSE REQUIREMENTS

- A. Your first responsibility is scholarship. The grade you receive for this course will not be the grade of the instructor, but rather the grade you and you alone make.
- B. You should attend class regularly and be prepared to participate in classroom discussions and to take unannounced quizzes relating to text assignments and lecture material presented from the beginning of the course.
- C. You are encouraged to give your best effort throughout the semester. From the beginning, you should plan for a steady, organized, and continuous effort, which in the long run will prove more effective for your final grade than a last minute crash-cram policy. Your course grade is not determined solely by exam grade. Such factors as class participation, initiative, attendance, and individual research papers will be considered in grade computation.
- D. From time to time, special library and/or outside assignments will be made to members of the class individually and/or in groups. You are expected to read all assignments and fulfill your responsibilities to any group assignment.
- E. You are expected to read all assigned material and bring your textbook to class. Keep informed on all assignments, especially after an absence.
- F. Good class notes are indispensable for earning a good grade, since both the material assigned and that discussed in class will be the basis for examination material.
- G. Special Work: A term paper or other research project, per requirements of the instructor, will be required. The subject must be appropriate for the course material. Check with the instructor when you have made a selection. The value is indicated

in the semester grade computation and has considerable weight on your final average.

**V. EXAMINATIONS**

- A. There will be a minimum of three major examinations, as follows:
  - 1. Three-week exam
  - 2. Mid-term exam
  - 3. Twelve-week exam (optional)
  - 4. Final exam
  
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work.
  
- C. Students without excused absences will be given a zero for the missed examination.
  
- D. Examinations may consist of objective (true/false, multiple choice, fill-in-the-blank, and matching) or subjective (short answer and essay) questions, or a combination of both types. Students majoring in Criminal Justice and Law Enforcement must be able to communicate both orally and in written form, thus some questions requiring the composition and writing of an essay answer will be required.

**VI. SEMESTER GRADE COMPUTATIONS**

<u>EXAM</u>	<u>POINTS</u>	<u>POINTS</u>	<u>GRADES</u>
Three-week	100 200	900-1000	A=4 pts/sem hr
Mid-semester	200 250	800- 899	B=3 pts/sem hr
Twelve-week (Opt.)	200 0	700- 799	C=2 pts/sem hr
Final exam	300 350	600- 699	D=1 pt/sem hr
*Incentive Points	50 50	0- 599	F=0 pts/sem hr
Special Work	<u>150 150</u>		
TOTAL	1000 1000		

\* Incentive points are earned by doing special work on your own initiative, participating in class discussions, completing outside assignments, and having a good attendance record. Three points are deducted for each unexcused absence. Military assignments or unavoidable circumstances will be evaluated upon notification of the instructor.

**VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR**

- A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central

Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

10-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.
- C. An Incomplete Grade: The College *Catalog* states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work, but because of personal illness, death in the immediate family, or military orders, is unable to complete all the requirements for a course." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. American's With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the

federal and state laws through the DSS office.

- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## VIII. COURSE OUTLINE

- A. Unit One: Course Introduction and Chapter 1, Courts, Crime, and Controversy
  - 1. Learning Outcomes: Upon successful completion of this unit, the student will:
    - a. Describe course requirements and grading.
    - b. Discuss the different perspectives of the criminal justice system and criminal justice nonsystem.
    - c. Discuss how the criminal justice system can be characterized by interdependence, fragmentation, and tensions and conflicts.
    - d. Identify the various actors in the courthouse and provide an overview of the criminal justice process.
    - e. Explain the differences between law on the books and law in action.
    - f. Discuss the crime control and due process model.
  - 2. Learning Activities:
    - a. Discuss course requirements and activities as contained in the syllabus
    - b. Classroom lecture/discussion
    - c. Reading assignment: Chapter 1, pages 1-20
  - 3. Unit Outline: Refer to Contents, textbook page iii
- B. Unit Two: Chapter 2, Law and Crime
  - 1. Learning Outcomes: Upon successful completion of this unit, the student will:
    - a. Explain the basis of law and the elements involved.
    - b. Discuss our common law heritage and its key characteristics.
    - c. Understand how the adversary system uses safeguards and the presumption of innocence to ensure a fair trial.
    - d. Discuss the rights of the accused, including due process and the Bill of Rights.
    - e. Understand what is meant by civil law and explain how it can be used to fight crime.
  - 2. Learning Activities:

- a. Classroom lecture/discussion
  - b. Reading assignment: Chapter 2, pages 26-54
3. Unit Outline: Refer to Contents, textbook pages iii & iv
- C. **Unit Three:** Chapter 3, Federal Courts
- 1. Learning Outcomes: Upon successful completion of this unit, the student will:
    - a. Describe the basic principles of federal court organization and the various types of court jurisdictions.
    - b. Provide an overview of the history of the federal courts.
    - c. Discuss the differences in duties and caseloads of magistrate judges, district judges, court of appeal judges, and Supreme Court judges.
    - d. Explain the various functions of the main units involved in federal judicial administration.
    - e. Discuss the consequences of federal involvement in the criminal justice system in regards to its limited role, influence of interest groups, and the use of federal money to fund criminal justice programs.
  - 2. Learning Activities:
    - a. Classroom lecture/discussion
    - b. Reading assignment: Chapter 3, pages 58-85
  - 3. Unit Outline: Refer to Contents, textbook page iv
- D. **Unit Four:** Chapter 4, State Courts; and Chapter 5, The Dynamics of Courthouse Justice
- 1. Learning Objectives: Upon successful completion of this unit, the student will:
    - a. Discuss the development of state courts from early colonial times to the present day.
    - b. Explain the four different levels of state courts and the functions of each.
    - c. Describe what is meant by court unification and how reformers believe it would benefit court administration.
    - d. Discuss the various court reform proposals made and the potential consequences of court reorganization.
    - e. Describe the courtroom environment and the duties of official who work there.
    - f. Explain why courts are seen as assembly-line justice and why this analogy may be inaccurate.
    - g. Discuss how and why discretion is used to make decisions in the courtroom.
    - h. Discuss how mutual interdependence, socialization, and shared decision making shape the courtroom workgroup.

- i. Explain why delays are a problem in the courtroom and how speedy trial laws try to prevent extensive delays.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapters 4 & 5, pages 89-132
- c. Three-week exam

3. Unit Outline: Refer to Contents, textbook pages iv & v

E. **Unit Five:** Chapter 6, Prosecutors; and Chapter 7, Defense Attorneys

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Discuss how broad discretion and decentralization affect the role of the prosecutor.
- b. Explain the different types of federal and state prosecutors and their responsibilities.
- c. Identify the various skills used in prosecutorial work as well as other elements of prosecutorial work environment.
- d. Explain how the domain of the prosecutor can be furthered by improved police-prosecutor communication or through the use of community prosecution.
- e. Identify the various aspects of constitutional right to legal counsel.
- f. Discuss the importance of the Gideon v. Wainwright decision in defining right to counsel.
- g. Outline the diverse nature of a defense attorney's job.
- h. Identify where defense attorneys fit within the courtroom work group.
- i. Outline the various characteristics of indigent defense systems.
- j. Explain the relationship between attorneys and their clients.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapters 6 & 7, pages 137-187

3. Unit Outline: Refer to contents, textbook pages v & vi

F. **Unit Six:** Chapter 8, Judges; and Chapter 9, Defendants and Victims

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Explain the function of judges in America.
- b. Discuss the various roles that a judge is expected to undertake.
- c. Outline how a judge fits into the framework of a courtroom work group.
- d. Discuss the qualifications necessary to become a judge and the various methods used to select judges in state and federal courts.

- e. Describe the characteristics of the typical offender and how he or she experiences the courtroom process.
- f. Discuss the frustrations experienced by victims and witnesses in the criminal court process.
- g. Explain how victims and witnesses can affect the outcome of a criminal case.
- h. Discuss the benefits of the various programs and services available to protect and help victims of crime.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapters 8 & 9, pages 191-238

3. Unit Outline: Refer to Contents, textbook pages vi & vii

G. **Unit Seven:** Chapter 10, Arrest to Arraignment

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Discuss how the quality of arrests and the swelling of criminal court dockets influence prosecutorial charging decisions.
- b. Explain the stages of criminal cases and why not all cases are brought to trial.
- c. Discuss the purpose of the grand jury and why it is criticized.
- d. Explain the criminal justice wedding cake model and why criminal justice officials do not treat all cases alike.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 10, pages 246-269

3. Unit Outline: Refer to Contents, textbook page vii & viii.

H. **Unit Eight:** Chapter 11, Bail; and Chapter 12, Disclosing and Suppressing Evidence

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Explain the bail procedure and different ways in which a defendant can gain pretrial release.
- b. Discuss how bail decisions are made and how the crime control model and the due process model perspective of bail differ.
- c. Address the role played by bail bondsmen and how they operate within the courtroom workgroup.
- d. Explain how the bail system affects jail conditions, how cases are disposed, and what happens when defendants fail to appear in court.

- e. Discuss the various attempts made to reform bail and the success or failure of the use of bail to ensure defendants appear in court and the possibility that a defendant may commit another crime while out on bail.
- f. Discuss what is meant by discover and the rules concerning the disclosure of evidence.
- g. Understand the exclusionary rule and how the Warren, Burger, and Rehnquist Court each shaped the rules concerning confessions.
- h. Explain search and seizure rights and police procedures regarding search warrants and warrantless searches.
- i. Discuss how the exclusionary rule affects the courtroom work group and the roles the different actors play in a pretrial motion.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapters 11 & 12, pages 274-318
- c. Mid-term exam

3. Unit Outline: Refer to Contents, textbook page viii & ix.

I. **Unit Nine:** Chapter 13, Negotiated Justice and the Plea of Guilty

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Understand the practice of plea bargaining and be able to explain the various types used in criminal courts.
- b. Discuss how discretion and the courtroom work affect the results of plea negotiations.
- c. Explain the dynamics of plea bargaining, including why some cases go to trial, the consequences of a jury trial, and how courtroom actors interact and make decisions regarding plea negotiations.
- d. Discuss why plea bargaining should be abolished and the problems courtrooms encounter when they try to eliminate or limit the use of plea bargaining.

2. Learning Activities:

- a. Classroom lecture/discussion.
- b. Reading assignment: Chapter 13, pages 322-344

3. Unit Outline: Refer to Contents, textbook page ix

J. **Unit Ten:** Chapter 14, Trials and Juries

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Explain the origins of the jury trial and how it emerged in the United States.

- b. Discuss how juries are selected and how attorneys can influence the selection of jurors.
- c. Describe how the prosecution and defense present their cases, including what types of evidence are admissible and what types of defenses can be used to argue a case.
- d. Explain why prejudicial pretrial publicity results in bias and what can be done to limit the affects of the media.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 14, pages 348-377

3. Unit Outline: Refer to Contents, textbook page ix & x

K. **Unit Eleven:** Chapter 15, Sentencing Options

1. Learning Objectives: Upon successful completion of this unit the student will:

- a. Discuss the various rationales for punishment and sentencing offenders.
- b. Determine the various roles that government officials play in determining appropriate sentences for crimes.
- c. Outline the use of a variety of punishment options, including imprisonment, probation, and intermediate sanctions.
- d. Discuss the historical and legal aspects of the death penalty and the recent trends in the application of capital punishment.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: Chapter 15, pages 384-410

3. Unit Outline: Refer to Contents, textbook page x

L. **Unit Twelve:** Chapter 16, Sentencing

1. Learning Objectives: Upon successful completion of this unit, the student will:

- a. Discuss the nature of the sentencing process and the role of members of the courtroom work group in implementing sentencing.
- b. Outline the various factors that impact upon the imposition of a normal sentence.
- c. Determine what variables are involved in the discriminatory imposition of sentences.
- d. Discuss the difference between disparity and discrimination.
- e. Provide an explanation of the impact of increasing the severity of penalties on the criminal justice system, with specific reference to A three strikes@ laws.

2. Learning Activities:
  - a. Classroom lecture/discussion
  - b. Reading assignment: Chapter 16, pages 415-443
  - c. Twelve-week exam (optional)
3. Unit Outline: Refer to Contents, textbook pages x & xi

M. **Unit Thirteen:** Chapter 17, Appellate Courts

1. Learning Objectives: Upon successful completion of this unit, the student will:
  - a. Discuss the nature of the appellate process.
  - b. Outline the steps necessary to file an appeal.
  - c. Discuss how post-conviction remedies differ from appeals.
  - d. Provide an explanation of the role state supreme courts play in establishing policy.
  - e. Outline the history of supreme court policy decisions for the past 50 years.
2. Learning Activities:
  - a. Classroom lecture/discussion
  - b. Reading assignment: Chapter 17, pages 452-473
3. Unit Outline: Refer to Contents, textbook page xi & xii

N. **Unit Fourteen:** Chapter 18, The Lower Courts

1. Learning Objectives: Upon successful completion of this unit, the student will:
  - a. Discuss the scope of the jurisdiction of the lower courts in America.
  - b. Outline some of the problems faced by the lower courts in dispensing justice
  - c. Discuss the difference between rural justice and urban justice.
  - d. List the characteristics of justice of the peace courts and municipal courts.
  - e. Discuss the emerging use of community dispute resolution mechanisms.
  - f.
2. Learning Activities:
  - a. Classroom lecture/discussion
  - b. Reading assignment: Chapter 18, pages 478-496
3. Unit Outline: Refer to Contents, textbook pages xii

O. **Unit Fifteen:** Chapter 19, Juvenile Courts

1. Learning Outline: Upon successful completion of this unit, the student will:

- a. Discuss the history of juvenile justice in the United States and provide an analysis of where juvenile justice is likely to be headed in the future.
- b. Discuss how juvenile courts differ from adult courts.
- c. Outline the organization and process followed in juvenile courts today.
- d. Discuss the problems inherent in waiving juveniles to adult court.
- e. Discuss the legal aspects of the juvenile justice system.

2. Learning Activities:

- a. Classroom lecture/discussion
- b. Reading assignment: chapter 19, pages 501-525
- c. Review for final exam

3. Unit Outline: Refer to Contents, textbook page xii & xiii

P. **Unit Sixteen:**

1. Review for final exam
2. Final exam