**I. COURSE TITLE:** Restorative Justice

 **COURSE NUMBER:** 2220 **CATALOG PREFIX:** CJUS

**II. PREREQUISITE(S):** None

**III. CREDIT HOURS:** 2  **LECTURE HOURS:** 2

 **LABORATORY HOURS:** 0 **OBSERVATION HOURS:** 0

**IV. COURSE DESCRIPTION:**

This course will introduce students to the restorative justice movement in the criminal justice system. The historical background as well as the philosophies and practices resulting from this movement will be explored. Students will learn the significance of victim-offender mediation, community service, and other reparation-based practices that seek to not only help heal those victimized by crime but also help reintegrate offenders into and with the community.

**V. ADOPTED TEXT(S):**

 *Restoring Justice: An Introduction to Restorative Justice*

 5th Edition (2014)

By: Van Ness & Strong

 Taylor & Francis Publishing

ISBN: 978-1-4557-3139-8

**VI. COURSE OBJECTIVES:**

Upon successful completion of this course, the student will:

* Understand the concept of Restorative Justice.
* Know the cornerposts of Restorative Justice.
* Understand the challenge of Restorative Justice

**VII. COURSE METHODOLOGY:**

Lecture, discussion, journals, case studies, and other methodologies may be utilized as appropriate to the course objectives.

**VIII. GRADING**

Students will be required to complete written exams, quizzes, presentations, and/or homework assignments at the times designated by the course instructor. Late assignments will be considered for half credit.

 Grades will be awarded using the following schedule:

 A= 90 - 100

 B= 80 - 89

 C= 70 -79

 D= 60 – 69

 F = 59 and below – Student will be required to repeat course

Honesty and integrity are major elements in professional behavior and are expected of each criminal justice student. Cheating is an unacceptable behavior within all criminal justice courses. Students having academic difficulties should seek guidance and/or assistance from the instructor, academic advisor, or college counselor.

A student observed or found to be cheating on a test or assignment in any criminal justice course will be given a “zero” on the test or assignment. A written report of the incident, signed by the instructor and the student, will be placed in the student’s file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the criminal justice program. Should a second incident of cheating occur in any criminal justice course, the student will be given a failing grade for the course and will be dismissed from the criminal justice program for one year. The “zero” grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given.

**IX. COURSE OUTLINE:**

At the beginning of the quarter, instructors will pass out a class schedule that lists all class meetings. The topics indicated below will be covered:

* How patterns of thinking can obstruct justice
* Ancient pattern
* Shift in thinking
* Critiques pointing to a new pattern
* The term “Restorative Justice
* Explorers of Restorative Justice theory
* Programs offering Restorative Justice processes
* Incorporation of Restorative Justice into criminal justice systems
* Timeline of significant developments related to Restorative process
* Definition of Restorative Justice
* Principles of Restorative Justice
* Values of Restorative Justice
* Restorative Practices
* A visual model of Restorative Justice
* Encounter cornerposts
* Amends cornerposts
* Reintegration cornerposts
* Inclusion cornerposts
* Making Restorative Justice happen
* Transformation of perspective
* Transformation of structures
* Transformation of persons
* Case studies of Restorative Justice
* Internet Resources on topics in Restorative Justice

 **Sample Course Outline\***

**Restorative Justice**

Week 1 Class Introduction and course outline

Chapter 1: Visions and Patterns: How Patterns of Thinking can Obstruct Justice

Week 2 Chapter 2: A Brief History of Restorative Justice: The Development of a New Pattern of Thinking

Week 3 Chapter 3: Restorative Justice That Promotes Healing

Week 4 Test Review

Test over Chapters 1, 2, 3.

Week 5 Chapter 4: Encounter

1st Opinion Paper Due

Week 6 Chapter 5: Amends

Week 7 Chapter 6: Reintegration

Week 8 Chapter 7: Inclusion

Week 9 Test Review

Exam on Chapters 4, 5, 6, & 7

Week 10 Chapter 8: Making Restorative Justice Happen

 2nd Opinion Paper Due

Week 11 Chapter 8: Making Restorative Justice Happen

Week 12 Chapter 9: Toward a Restorative System

Week 13 Chapter 9: Toward a Restorative System

Week 14 Chapter 10: Transformation

Week 15 Test Review Chapters 8, 9 & 10

 3rd Opinion Paper Due

 Exam: Chapters 8, 9, & 10

Week 16 FINAL EXAM (Comprehensive)

 \*Instructor reserves the right to organize work to meet the objectives of the course.

**X. OTHER REQUIRED TEXTS, SOFTWARE, AND MATERIALS:**

 If taken online, must have access to a computer and software meeting the current requirements listed in the Online Courses section at www.sscc.edu

1. **EVALUATION:**

**Opinion Papers**

As part of this course, three (3) opinion papers are required to be written by each student.

Opinion papers may be on any current issue relevant to the topic of juvenile delinquency/ the juvenile justice system as outlined in the course syllabus. Each student is responsible for locating a recent and substantial article from a professional journal or peer review article. One article per paper is sufficient. Each student must summarize the article on one typed page and then relate his or her original thoughts and opinions of the topic on a second typed page. The article must be submitted with the paper.

Each assignment should look like this:

Part one: Cover page

Part two; Summary of the selected article (between 200-400 words)

Part three; Original thought and opinions on the topic (between 200-400 words)

Part four: Reference page

Part five; Copy of the original article

**Guidelines for Written Work**

Assignments to be submitted shall be typed in 12- point font Times New Roman or 11 – point Arial on white standard paper (8 ½ x 11).

Shall be double spaced with no extra spaces between paragraphs.

Margins shall be one-inch top, bottom, left and right side. Note: You may have to change your default. Some programs, Windows 2007 and 2010, have a default setting for 2 ½ spaces between paragraphs and 1 ½ inches for side margins.

Properly cite all references and sources (APA style).

Have the following information centered vertically and horizontally on the cover page:

Your Name

Name of the article you are using for your opinion paper

SOCI 231

 Opinion Paper #1 or #2

 Date of submission

**Grading**

Opinion papers will be graded on the following criteria:

 Maximum Points

 Creative thought and writer involvement with topic 15 points

Organization, logic, thoroughness, and completeness 8 points

Grammatical correctness 7 points

 30

There will be four 100-point examinations including a comprehensive final exam. All exams will contain material from earlier in the course/program. Students are expected to achieve a passing score of 70 on three of the exams. The exam with the lowest score will not be counted toward the final grade. MAKE UP EXAMS WILL NOT BE PROVIDED. Opinion papers must be of original content by each student. Students are expected to achieve a passing score of 24 on each opinion paper.

**Final Grade Calculation:**

 Measuring Tool Number Required Maximum Points

 Exams 3 @ 100 points each 300

 Opinion Papers 3 @ 30 points each 90

 Attendance and

Class Participation 10

 400

**XII. SPECIFIC MANAGEMENT REQUIREMENTS:**

Student Responsibilities:

To meet the objectives of the course, students must attend all scheduled classes. At the beginning of the quarter, instructors will pass out a class schedule that lists all class meetings. If a student must miss a class due to extenuating circumstances, then the student is expected to call and inform the instructor by either talking with the instructor or leaving a message should the instructor not be available.

Students will be allowed two class absences. Unexcused absences over two times will result in a drop of one letter grade from the final grade, i.e. the third absence would reduce a final grade of “A” to a “B.” Two instances of significant tardiness or leaving early will be considered to be equivalent to an absence for purposes of this calculation.

Specific login and activity requirements will be indicated in the initial instructions for any online sections.

Instructor’s Responsibilities:

The instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each quarter, the instructor will distribute syllabi listing all class sessions and course requirements. The instructor will facilitate class discussion and be available to students who need additional educational assistance

**XIII. OTHER INFORMATION:**

**Classroom courtesy and decorum**

Old –fashioned courtesy and mutual respect are the order of the day. Rude behavior of any sort will not be tolerated. It is especially important that there are no disruptions that hinder the learning process during class. Such disruptions include, but are not limited to sleeping, eating, **listening to iPods**, **talking and or** **text messaging on cell phone or other device, using wireless internet connections not related to the subject matter being covered in the class room,** reading newspapers, or other unrelated materials during lectures, coming late, leaving early, etc. If you have a need to engage in any of the aforementioned activities, kindly do it somewhere other than this classroom. If you engage in any of the aforementioned activates the instructor has the authority to remove you from the classroom and remove you from the class list.

**Cheating**

STATEMENT OF ACADEMIC HONESTY

(Southern State Community College Catalog 2009-2011, pp.53-56)

Southern State Community College is committed to providing educational opportunities that promote academic, professional and personal growth in students. To these ends, all members of the college are expected to uphold the highest academic and ethical stands.

Types of Academic Misconduct

1. Any unauthorized use of material (books, notes, of any kind, and so forth) during an examination, test, or quiz.
2. Copying from another student’s work, permitting one’s work to be copied during an examination, test, or quiz.
3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).
4. Permitting a person to pose in one’s place during an examination, test, quiz, or posing as another person during an examination, test, quiz.
5. Altering an examination, test, quiz, or any other type of evaluated work in an effort to have the work re-evaluated for higher grade.
6. Plagiarizing or permitting one’s work to be plagiarized.
7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.
8. Unauthorized use of computer software during an examination, test, or quiz.
9. Submitting as one’s own a work of art, a speech, or oral report, a musical composition, a computer program, a laboratory project or any other creation done by another person.

Plagiarism Defined

Plagiarism can be defined as copying someone else’s words or ideas and passing it off as your own. This includes copying material from the World Wide Web, the Internet, books, videos, and all copyrighted material without express permission and documentation.

Possible Sanctions for Academic Misconduct

*By an instructor:*

Instructors must state possible options at the beginning of a quarter of what sanctions they will apply to cases of academic misconduct. Instructors may choose any of the following possible sanctions:

1. “F” for an individual examination, test, quiz, or evaluated project.
2. “F” for the course.
3. Refer the case to the Academic Appeals Committee.

**FERPA:** Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see your work during the evaluation/feedback process. There is also a possibility that your papers may be submitted electronically to other entities to determine if content is original and references are cited appropriately.

**Disabilities:** If you have any condition or situation which will make it difficult for you to carry out the work as outlined, please notify the instructor as soon as possible. Students with disabilities may contact the Disabilities Service Office, Central Campus at 800-628-7722 or 937-393-3431.