

*****Tentative, subject to change without prior notice***** The instructor reserves the right to make an announced modification to this course outline.

Basic Course Information

Semester:	Spring 2026	Instructor Name:	Kathy Rodriguez
Course Title & #:	Principles and Procedures of the Justice System AJ 106	Email:	Kathy.rodriguez@imperial.edu
CRN #:	21384	Webpage (optional):	
Classroom:	Online	Office #:	3209
Class Dates:	04/20/26 - 06/12/26	Office Hours:	Office Hours: M/W 4:00 pm-6:00 pm
Class Days:	Online	Office Phone #:	760-355-6245

Class Times: Online	Emergency Contact: 760-355-6280
Units: 3	

Course Description

Required language: An in-depth study of the role and responsibilities of each segment within the Administration of Justice systems: law enforcement, judicial, and corrections. A past, present, and future exposure to each subsystem procedure, from initial entry to final disposition, and the relationship each segment maintains with its system member.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate an understanding of the U.S. Constitution and Amendments, especially those about the Justice System. (ILO1, ILO2, ILO4)
2. Demonstrate an understanding of the U.S. Criminal Justice System, to include Law Enforcement, Court System, and Correctional System. (ILO1, ILO2, ILO4)
3. Demonstrate and understand trial procedure to include Testimony of Witnesses, Presentation of Evidence, and Presumption of Innocence. (ILO1, ILO2, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explain the historical development of law and establishment of the American Criminal Justice System; and demonstrate an understanding of Constitutional rights and due process.
2. Identify and distinguish the requirements of a lawful arrest and applicable procedures for both misdemeanor and felony arrests.

3. Recognize the legal requirements associated with the defendant's right to an arraignment; pre-trial motions, et cetera.
4. List the types and appropriate uses of pleas listed in the California Penal Code.
5. Explain the role of the judge, attorneys, and other participants in the trial setting.
6. Describe the trial process from motions in limine to the verdict.
7. Describe the history and role of the jury within the Criminal Justice System, the jury selection process, case law and new statutory changes affecting the jury process.
8. Explain sentencing history, philosophy and procedures used by the courts.
9. Describe post-trial appeal procedures, remedies and motions made by the trial participants.
10. Identify the different components of corrections and discuss the purpose and procedures of each.
11. Describe the juvenile justice system, philosophy, and procedures.

Textbooks & Other Resources or Links

Procedures in the Justice System, 12/Ed. Roberson & Winters, ISBN -13: • ISBN13: 9780135186275
WEBSITE: pearsonhighered.com: power points, and other material for the book. This is your main textbook for the course. The questions contained in the exams will come from this book so read and study it carefully. This textbook takes an in-depth look at the procedures of Justice system.

Course Requirements and Instructional Methods

We will be using Canvas to conduct this online course.

Logging into Canvas

- a. Go to <http://imperial.canvas.com> and follow the login instructions to login.
- b. Once logged in, click on the 'courses' tab located on the top right of the page.
- c. Click on AJ 106 to enter the course.
- d. Read the course syllabus.
- e. Read the document under Module 1 Overview. This outlines exactly what you must do and by when you must do it for Module 1.

The online version of this course is not self-paced. There are strict deadlines that need to be met every week. You will be given a list of weekly deliverables that you will be responsible for. You can find these under the appropriate weekly heading (ie. Week 1). Any questions you may have about the course can be posted in the 'Ask the Instructor' forum inside Canvas.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. **Anyone using AI for assignments will receive a zero for the complete assignment.**

What if I need to borrow technology or access WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:

<https://imperial.edu/students/student-equity-and-achievement/>

2. If you'd like to access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only Park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect

- Please do not leave any trash behind
- Parking permit is required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 3556455.

While you will learn some facts about philosophy, they will be learned in the context of learning about the logic of philosophy, rather than being memorized for test time. The class will focus on figuring out things using your own mind, not memorizing what is in a textbook. You will be regularly responsible for assessing your own work using the criteria found in this syllabus. This is an eight-week course, so you will have a lot of work to do.

GENERAL INFORMATION:

- Always check the Announcements before you start your work online.
- If you have a question that is personal in nature, for example, a question about your grade, send me an email at Kathy.rodriquez@imperial.edu

- If you email me be sure to include your entire name, section # of the class, and the name of the class, (CSI 100).
- I will respond to all emails within 24 hours.

IMPORTANT STUFF:

Research Assignments or Book Assignments:

You will have a one-week window to submit your essay. All essays should be in 12point type. The essay prompts will be in the Announcements and the Module.

Submit your essays before the dates given in this syllabus. No late essays allowed.

Posts:

Everyone must post at least once on each module and post at least in reply to another student's post. I expect your posts to reflect your careful study of the important issues the philosophers present. There is no set length for posts, however, try to keep your posts at a minimum of 100 words per peer (2) and 300 words for your initial post. Your posts should make use of information and examples in the videos and/or in the readings. Your replies to other students should discuss the ideas presented in their posts. There is no set length for replies, but usually a paragraph will suffice. If you are not going into enough detail in your posts and replies, I'll let you know in the feedback section.

No late posts allowed. Your posts must be submitted during the time frame listed on the course schedule.

Always run your posts through spell-check before you post. Remember to check your word use and spelling with a dictionary and always use a thesaurus to achieve the precision fitting of a clear critical thinker. Posting and sending email is a formal endeavor with this professor. All forms of communication, in all my classes, require civility and respect. I will not tolerate disrespectful emails or posts, and I insist that everyone be courteous to everyone else. I will immediately withdraw from any student who does not adhere to the basics of civility required of cooperative learning. Do not hold personal conversations between each other through posts.

I will give you feedback on each of your posts and grade them on Monday following the due date. What should I do with the feedback? You can use it to improve your future posts.

Quizzes:

Imperial Valley College Course Syllabus -Principles and Procedures of the Justice System AJ 106

There will be a total of 8 quizzes throughout the semester. Each quiz is worth 10 points and will consist of true/false, multiple choice, and fill in the blank questions on the readings and videos.

Course Grading Based on Course Objectives

Assignment Descriptors	Points
Assignments	250 (8)
Discussions	20(4)
Quiz	80 (8)
Exams	200 (5)

Final Exam	50(1)
TOTAL POINTS	500

A = 90-100% B = 80-89% C= 70-79% D = 60-69% F = below 60%

PLEASE NOTE: Assignments are due on the date stated on the syllabus. No late assignments accepted. Make every effort to turn in assignments on time or you may receive a zero for those assignments. No late assignments will be accepted.

Anyone using AI for their assignments will receive a 0 for the entire assignment. NO tolerance for AI. All assignments must be typed into the Canvas box. No file uploads or copy and paste assignments will be accepted. Those students who do not follow the assignment submission will receive a score of zero

GRADING CRITERIA

What Each Grade Represents:

THE GRADE OF F:

Here are typical characteristics of the work of a student who receives an F.

A close examination reveals:

The student does not understand the basic nature of philosophical reasoning and argumentative writing, and in any case does not display the philosophical reasoning and argumentative writing skills and abilities which are at the heart of this course. The work at the end of the course is vague, imprecise, and unreasoned

as it was in the beginning. There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking. Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences. The student's work does not display discernible reasoning, problem solving, and argumentative writing skills.

stated premises, or tracing implications and consequences. The student's work does not display discernible reasoning, problem solving, and argumentative writing skills.

THE GRADE OF D:

D level work shows only a minimal level of understanding of what philosophical reasoning and argumentative writing is, along with the development of some, but very little, philosophical reasoning and argumentative writing skills or abilities. D work at the end of the course, overall, shows only occasional philosophical reasoning skills, but frequent uncritical thinking. Most assignments are poorly done. There is little evidence that the student is reasoning through the assignment. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes. In general, D level thinking lacks discipline and clarity. In D level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences. D level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning, problem solving, and argumentative writing skills.

THE GRADE OF C:

C level work illustrates some but inconsistent achievement in grasping what philosophical reasoning and argumentative writing is, along with the development of modest critical thinking and argumentative writing skills or abilities. C level work

at the end of the course, it is true, shows some emerging philosophical reasoning and argumentative writing skills, but also pronounced weaknesses as well. Though some assignments are reasonably well done, others are poorly done; or at best are mediocre. There are more than occasional lapses in reasoning. Though philosophy terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively. Only on occasion does C level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes. Only occasionally does C level work display intellectual discipline and clarity. The C level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and reasons carefully from clearly stated premises, or recognizes important implications and consequences. Sometimes the C level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. On the whole, C level work shows only modest and inconsistent reasoning, problem solving, and argumentative writing skills, and sometimes displays weak reasoning, problem solving, and argumentative writing skills.

THE GRADE OF B:

B-level work represents demonstrable achievement in grasping what philosophy and argumentative writing is, along with the clear demonstration of a range of specific philosophical reasoning and argumentative writing skills or abilities. Level B at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. On the whole, philosophy terms and distinctions are used effectively. The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes. The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences. B level work displays good reasoning, problem solving and argumentative writing skills.

THE GRADE OF A:

A level work demonstrates real achievement in grasping what philosophical reasoning and argumentative writing is, along with the clear development of a range of specific philosophical reasoning and argumentative writing skills or abilities. The work at the

end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. In A-level work, philosophy terms and distinctions are used effectively. The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes. The A-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences. A-level work displays excellent reasoning, problem-solving, and argumentative writing skills. The A student's work is consistently at a high level of excellence.

Disability Statement

Imperial Valley College abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Students Programs and Services (DSP&S) as soon as possible.

PLEASE NOTE: Assignments are due on the date stated on the syllabus. No late assignments accepted. Make every effort to turn in assignments on time or you may receive a zero for those assignments.

Finding Grades

The Grades page displays your grades for all course assignments. View the following video to see how to find your Grades. **Feedback**

- I will provide feedback to you for all assignments and grade discussions within one week of the due date.
- I will be using a rubric to grade your assignments and discussions.
- I will add comments and annotations on your submitted files.

For information on how to view your feedback, go to the following Canvas Student Guides:

Accessibility

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative

reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality.

Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Attendance

It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for the first week and two consecutive weeks from Week 2 on may be considered to have excessive absences and may be dropped.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Student Expectations

To be successful in this course, you are expected to:

- Read the entire **Syllabus**.
- Consistently check **Announcements**, your school email account, and the Canvas Inbox.
- Review the **Calendar** for due dates.
- Participate in **Discussions** by posting weekly and responding to at least one classmate.
- Submit your own work that is thoughtfully completed and proofread for spelling and grammar errors.
- **Communicate** with your instructor if you encounter any problems or confusion, well in advance of the due date.
- **Complete** all discussions, assignments, online quizzes, and/or exams on time.

Instructor Expectations

As your instructor, I will:

- **Communicate** with you via Canvas Announcements and Inbox.
- **Post** weekly course-related announcements.
- **Respond** to your emails or messages within 24–48 hours.
- **Monitor** all discussions and provide feedback to the entire class at least weekly.
- Provide individual **feedback** on assignments, papers, and projects within one week of the due date.
- Work with you to ensure a **successful learning experience** in this course.
- Provide all course materials in an accessible format to support all learners.

Academic Honesty Policy

Academic honesty is a core expectation of this course and essential to your work as a future educator. All work you submit must be your own.

Plagiarism

Plagiarism is presenting someone else's work, ideas, or words as your own without proper credit. Examples include:

- Copying and pasting from online sources without citation
- Submitting work that was written by someone else
- Using a friend's past assignment as your own

Cheating

Cheating includes any attempt to gain unfair academic advantage. Examples include:

- Sharing or receiving answers during a quiz or exam
- Submitting work you didn't complete yourself
- Using unauthorized materials during an assessment

If you are unsure whether something crosses the line, ask me before submitting it. **Violations of academic honesty will result in a zero for the assignment and may be reported to the college for disciplinary review.**

We all become better learners—and future teachers—by upholding integrity in everything we do.

Honorlock

Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam/microphone, your ID, and a stable internet connection. Honorlock is not compatible with a cell phone or ipad. Some of your assignments will be listed as quizzes and they are all proctored by Honorlock.

Honorlock minimum requirements are as follows: OS: Windows 11+, MacOS 13+ or higher, and ChromeOS version 120+ Browser: Google Chrome version 120+. Internet: 1.5 Mbps download and 750 Kbps upload. To view our minimum system requirements on our website, please visit [Honorlock.com/support](https://honorlock.com/support) to an external site.

To get started, you will need Google Chrome and download the Honorlock Chrome ExtensionLinks to an external site.

When you are ready to complete your assessment, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session through your webcam, microphone, and recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device. Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the support page Links to an external site. or within the exam itself. Some guides you should review are Honorlock MSRsLinks to an external site., Student FAQLinks to an external site., Honorlock Knowledge BaseLinks to an external site., and How to Use [Honorlock.com/support](https://honorlock.com/support) to an external site.

"Exams are taken through a Canvas-supported online proctoring system; further instructions will be provided in Canvas. Students must have a compatible computer or laptop and stable internet connection. A camera, microphone, and personal identification is required."

An appointment can be made at the IVC Library to complete your assignments should you choose not to be videotaped. You will be proctored by IVC while at the library.

If you have any technical issues, click on the link below.

[Honorlock.com/support](https://honorlock.com/support).

Proctoring Services Test

If you do not want to be recorded during your assignments or quizzes through Honorlock, you can be proctored at the Imperial Valley College library. You must follow the instructions.

Proctoring Services Test

The Learning Services Department offers test proctoring services to their students and the community free of charge. Our center is committed to providing a secure and inclusive environment to help support academic integrity. Test proctoring is only offered **Tuesdays from 1pm-5pm and Fridays from 9 am-3 pm**.

- Once a submission has been made by the instructor, it is the individual's responsibility to schedule a test proctoring appointment.
- We require a 48-hour notice from the professor/student to set up the appointment.
- You must contact the instructor within 24 hours or as soon as possible if you choose to be proctored at the library.

Attendance Policy

During the first week of this course, you are required to complete specific activities to avoid being dropped. If you encounter challenges during this time, notify me immediately so I can assist you. Those who do not complete the Mandatory assignments on the due date, may be dropped.

If you fail to complete required activities for **two consecutive weeks**, this may be considered excessive absences and could result in them being dropped. It is your responsibility to notify me of any challenges or to drop the course if you feel unable to continue. Please refer to the [General Catalog](#) for details on drop and withdrawal deadlines.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

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Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Module 1 04/20-04/26	Syllabus & Introduction Overview of Canvas Chapter 1-An Introduction to the Justice System Chapter 2-Search and Seizure	Assignments, Discussions, Quizzes, and Test
Module 2 04/27-05/03	Chapter 3-Arrest and Custody Chapter 4-Law Enforcement and the Citizen on the Street Chapter 5-Privilege Against Compulsory Self-Incrimination	Assignments, Discussions, Quizzes, and Test
Module 3 05/04-05/10	Chapter 6-Initial Appearance and Arraignment Chapter 7: Assistance of Counsel	Assignments, Discussions, Quizzes, and Test
Module 4 05/11-05/17	Chapter 8- Pre-trial Motions, Hearings, and Plea Negotiations Chapter 9-Courtroom Evidence	Assignments, Discussions, Quizzes, and Test

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Module 5 05/18-05/24	Chapter 10- Jury Chapter 11- Trial Procedures	Assignments, Discussions, Quizzes, and Test
Module 6 05/25-05/31	Chapter 12- Deliberations of the Jury and the Verdict Chapter 13- Sentencing and Appeals	Assignments, Discussions, Quizzes, and Test
Module 7 06/01-06/07		Assignments, Discussions, Quizzes, and Test
Module 8 6/08-06/12	Final Exam	Final Exam

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⚠ Plagiarism or the use of AI tools to complete this assignment is strictly prohibited. Any submission found to contain unoriginal content will result in an automatic score of zero (0) and may result in further disciplinary action. Students must use their own critical thinking and research. You must type your assignment directly into the Canvas box. Do not copy and paste or upload any document. You will receive a score of zero.

