Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Kathy Rodriguez**
Course Title & #:	**Concepts of Criminal Law AJ 102**	Email:	**Kathy.rodriguez@imperial.edu**
CRN #:	**11376**	Webpage (optional):	
Classroom:	**Online**	Office #:	**Online**
Class Dates:	**10/06/2025-12/06/2025**	Office Hours:	**Office Hours: R 12:45 pm – 1:15pm M/W (Online) 4:15 pm-6:30 pm**
Class Days:	**Online**	Office Phone #:	**760-355-6245**
Class Times:	**Online**	Emergency Contact:	**700-355-6280 Rhonda Ruiz**
Units:	**3**	Class Format:	**Online**

Course Description

The course covers the historical development of law and constitutional provision, definitions and the classification of crime, the application of crimes to the system of administration of justice, legal research, the study of case law, methodology, and concepts of law as a social force is presented. Crimes against persons, property, government, and organized crime are discussed. (CSU, UC)

Course Prerequisite(s) and/or Corequisite(s)

None.

Student Learning Outcomes

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

- Identify the difference between criminal law and civil law (IL01, IL02, IL04).

- Identify liability and how liability is determined. (IL01, IL02, IL04, IL05).

- Demonstrate understanding of various crime groups to include Crimes against People, Crimes against Property, and Crimes against the Government. (IL01, IL02, IL04).

Course Objectives

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

1. Synthesize the historical development of the law and philosophy of the law.
2. Demonstrate knowledge of the United States Constitution and Constitutional legal issues through assigned writings and case studies.
3. Restate and explain basic legal definitions and concepts.
4. Formulate an appreciation of the value of case studies and legal research as a means of interpreting court decisions concerning written statute.
5. Demonstrate basic knowledge and application of specific criminal violations.

Textbooks & Other Resources or Links

Criminal Law Today, 7th Edition by Frank Schmalleger. Pearson publication

Student Edition ISBN: 10-0-13-597038

All other course materials can be accessed through Canvas.

Course Requirements and Instructional Methods

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. Course instructional methods will include power points, discussions, chapter reviews, quizzes, and tests.

Statement on Online Proctoring with Honorlock
This course uses Honorlock for online quizzes and exams to maintain academic integrity. Honorlock is an online proctoring service that allows you to take your exams remotely. You do not need to create an account or schedule an appointment in advance.

Technical Requirements
To use Honorlock, you must have:

- **A reliable internet connection**

- **A computer (PC or Mac), as tablets and smartphones are not compatible**

- **A working webcam and microphone**

- **The Google Chrome browser with the Honorlock Chrome Extension installed**

- **Computers are available at IVC if needed.**

- *Honorlock will proctor your exams and assignments 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.*
- *To get started, you will need Google Chrome and download the [Honorlock Chrome Extension](#)Links 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 MSRs](#)Links to an external site., [Student FAQ](#)Links to an external site., [Honorlock Knowledge*

[Base](#)Links to an external site., and[How to Use Honorlock](#)Links to an external site.

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

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-Course Grading Based on Course Objectives

Course Grading Based on Course Objectives

Assignment Descriptors	Points
1. Assignments	300 (20)
Discussions	50(10)
2. Quiz	100 (10)

3. Exams	100 (4)
4. Final Exam	50(1)
TOTAL POINTS	6**00**

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 AI or copy and paste for any assignments in Canvas. Any student who does not comply with this instruction will receive a score of zero for the entire assignment. The assignment will be checked programs used by IVC. No late assignments will be accepted.

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There are no make-up exams.

What Each Grade Represents:

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.

THE GRADE OF D:

D level work shows only occasional 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. 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. Overall, C level work shows only modest and inconsistent reasoning, problem solving, and writing skills, and sometimes displays weak reasoning, problem solving, and argumentative writing skills.

THE GRADE OF B:

B-level work represents at the end of the course is, that the work is overall, clear, precise, and well-reasoned, though occasionally lapses into weak reasoning. Overall, 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 and the work at the end of the course is, overall, 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:

Canvas Student Guide: Grades
How do I view assignment comments from my instructor?

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 accommodation through **DSPS**, contact them for additional information.

Academic Honesty (Artificial Intelligence -AI)

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Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.   ***Anyone***

using AI for their assignments will receive a 0 for the entire assignment. NO tolerance for AI. **No AI or copy and paste for any assignments in Canvas. Any student who does not comply with this instruction will receive a score of zero for the entire assignment. The assignment will be checked programs used by IVC. No late assignments will be accepted.**

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There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct. Plagiarism is taking and presenting as one's own writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.

Cheating is defined as fraud, deceit, dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

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.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Accessibility Statement

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

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Date or Week	Activity, Assignment, and/or Topic	Due Dates/Tests
Week 1 10/06– 10/12	Syllabus & Introduction Chapter 1- The Nature and History of Criminal Law Chapter 2- Criminal Liability and the Essence of Crime	Chapter reading Discussion/Assignment /Quiz or Test
Week 2 10/13– 10/19	Chapter 3- Expanding the Concept of Crime Chapter 4- Extending Criminal Liability: Inchoate Offenses and Parties to Crime	Chapter reading Discussion/Assignment /Quiz or Test
Week 3 10/20– 10/26	Chapter 5- Justifications as Defenses Chapter 6 – Defenses: Excuses and Insanity	Chapter reading Discussion/Assignment /Quiz or Test
Week 4 10/27– 11/02	Chapter 7 Crimes against persons: Homicide Chapter 8 – Crimes against persons: Assault, Sex Offenses, and Other Crimes Chapter 9 – Property and Computer Crimes	Chapter reading Discussion/Assignment /Quiz or Test
Week 5 11/03 – 11/09	Chapter 10- Offenses against Public Order and the Administration of Justice Chapter 11 – Offenses Against Public Morality	Chapter reading Discussion/Assignment /Quiz or Test

Week 6 11/10 – 11/16	Chapter 12 – Terrorism and Human Trafficking Chapter 13 – Victims and the Law	Chapter reading Discussion/Assignment /Quiz or Test
Week 7 11/17 – 11/23	Chapter 14 – Punishment and Sentencing	Chapter reading Discussion/Assignment /Quiz or Test
11/24 - 11/30	THANKSGIVING BREAK-NO CLASS	Chapter reading Discussion/Assignment /Quiz or Test
Week 8 12/01 – 12/06	Fina l Exam ***Subject to change without prior notice** **Statement on Online Proctoring with Honorlock** **This course uses Honorlock for online quizzes and exams to maintain academic integrity. Honorlock is an online proctoring service that allows you to take your exams remotely. You do not need to create an account or schedule an appointment in advance.** **Technical Requirements** **To use Honorlock, you must have:** • **A reliable internet connection** • **A computer (PC or Mac), as tablets and smartphones are not compatible** • **A working webcam and microphone** • **The Google Chrome browser with the Honorlock Chrome Extension installed** • **Computers are available at IVC if needed.**	Final Exam