

You Decide Week 5 Assignment

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Saturday, June 23rd, 2018

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You Decide

The *You Decide* assignment herein Professor Bryant covers the ability of the student to identify the roles people play in a criminal courtroom. The major players discussed cover three employment positions which are the Judge, the Prosecution, and the Defense Attorney. The subject at hand is defendant Slick Martin who is accused of robbery. The scenario given allows the Justice



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Administration Bachelor of Science student here at DeVry University, such as myself (Hello, I'm Rachel Lynne Sakhi) to act out for the audience of readers. The expressionism given of the JADM—240 student should be that of stepping into character and acting out each of the three career positions based on the context of the scenario. In this episode the workplace environment is a courtroom, a man named Slick Martin requires representation by his defense attorney, and all three must agree on gaining a mutually desirable plea bargain. Courtroom etiquette, job ethics, and seniority within the professional workplace is expressed in overall tone.

The document will serve as a map or template that can be applied utilizing this style of writing simply by changing the scenario to match a different episode, as well as mood and influence upon the audience or reader. The writer is speaking from a perspective as a student, should consider both how “*words don't come easy*” (Amour et Turbulences, 2013), and beware to control the words utilized which could carry a wealth of influence as well as empowerment.

Keywords: Chapter 9: *Some Cases Don't Make It to Court*, Chapter 10: “*Your Ring, We Spring:*” *Role of Bail in the Court System*, Chapter 11: *Plea Bargaining*

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I will as the defendant's counsel review historical information to equip myself and the judge with key factors required in considerations of environmental influences, defendant disposition, and treatment potential for release into a suitable program and reward of dignity upon release. Initially a lesser charge than prosecution's suggested punishment based on facts that the buddy indeed made the statement "I have a gun" (Buddy, 1985) however, Slick Martin my client at no point in time during the commission of the associated crime possessed, bought, sold, borrowed any weapons and never made a statement of threats under felony law definitions. Also, based on environment factors of economic impoverishment of the entire community in commonwealth, my client Slick Martin and 80% of the entire population never graduating from higher education, as well as an ongoing drug and alcohol addiction resulting from a lifelong juvenile delinquency rap sheet. Peers, drug addiction, illiteracy, and economic impoverishment imposed by "social process" (Schmalleger, 2014-01-01) plays a more awesome role in the agenda.

III. QUESTIONS PERTAINING TO JUDGE'S ROLE

As Judge Justice I hear the prosecution and will take into consideration all suggestions. I hear the defense of defendant and agree with the facts of potential guilt by association. I seek more evidence such as security camera footage which proves a different person held a gun while making threatening statements. However, in order, and to relieve the defendant of those accusations, and segregate consequences based on the establishment of innocence I give the defense time to provide those exhibits to the court. In the meantime, the offer

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suggested by the defense has strong potential for approval whereby, references of education, social status, family status, economics of the environment associated to the defendant directly must be processed into an informational report for further formal considerations, and the initial police evidence report accompanied. The initial police arrest booking report states and establishes what kinds of weapons, if any were defined when property on persons at the time of arrest were held and analyzed by the arresting officers. A lesser sentence is acceptable and if the defense provides the information requested I will release the defendant into a drug rehabilitation program once all exhibits have been reviewed. Today, I continue this matter and in 72 hours I request that you please transport the defendant back into court, or without the defendant physically present you may approach on Mr. Slick's behalf to share all evidence. Upon approval I will then enter an agreement for the lesser sentence to get served at a designated program with proper nutrition and drug treatment needs met. To the prosecution, I request an immediate contract get entered, into, and on behalf of the store providing financial compensation from a victim witness expenditures account covering all costs of business damages. Court session has now then commenced.

Summary Perspective and Conclusion

In conclusion according to Grant (2003) Box 11.1 “A Front Row Seat into the Legal System”: A Student’s Observations Regarding Plea Bargaining (Pp. 321) addresses the actions in which court room major players play their games, thus in the position of student observer gains a protected view. In acquisition the student observer receives real world knowledge of court cases without simply reading raw text from a college textbook. Furthermore, the text came alive, and ultimately all legal terminology began to make complete sense. Once again from a student observer’s perspective “*the plea--bargaining mill*” (Pp. 322) is much more advanced today than in 1927 whereas concern for the rejection of submission regarding essential environmental factor exhibits to reduce punishment arose. Influencing factors usually come in the form of an informational report by an investigator utilized in court as evidence. The informational report could grant clemency upon criminal survivors of illiteracy, impoverishment, mental illness, and drug addictions (Grant, 2003). However, the reduction of punishment doesn’t necessarily save an innocent person from the damages of defamation, humiliation, and usury by terrorists orchestrating hate crimes. Of the three options in plea bargaining: “charge, count, and sentence bargaining” (Pp. 325) the defendant is granted relief under the US Constitutional protections (Grant, 2003). For example, in case law *Gideon v. Wainwright (1963)* defendants were allowed representation in a court of law to translate to the judge, prosecution or juries, facts based on another perspective. Lastly, an oppressive barrier in “the 20s” (Grant, 2003) upon offenders subjected to the criminal courts process was refusal of a speedy trial (Pp. 322) (Grant, 2003).

References

- Castagnetti, A. (2013). *Amour et Turbulences: African Karaoke Singer Holding a Microphone in a Sports Bar @ Caption Time: 00:55:07 of 1:37:08 "Words don't come easy to me"* France. Script words and image retrieved from <https://www.imdb.com/title/tt2298384/>
- Grant, J.F.M.A.D.R. *The Courts in Our Criminal Justice System, 1st Edition: Chapter 11 (Pp. 321) "Plea Bargaining", and In Conclusion: Box 11.1 "A Front Row Seat into the legal System": A Student's Observations Regarding Plea Bargaining.* [Bookshelf Online]. Retrieved from <https://online.vitalsource.com#books/9781256084655/>