

## Syllabus

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### MISSISSIPPI VALLEY STATE UNIVERSITY

<b>Academic Term and Year</b>	Spring 2019
<b>Course Prefix and Number</b>	CJ 384-01/20635
<b>Course Title</b>	Law Enforcement Systems and Practices
<b>Days, Time and Location of Class Meeting</b>	TR 8:00 a.m. to 9:15 a.m., Social Science Bldg.-Room 18
<b>Instructor's Contact Information</b>	
Name:	Rochelle Cobbs, Ph.D.
Office Location:	Social Science Building—Office: "Research"
Office Hours:	M: 1:00 p.m. to 5:00 p.m. T: 9:30 a.m. to 10:30 a.m.; 12:30 p.m. to 2:30 p.m. R: 9:30 a.m. to 10:30 a.m.; 12:30 p.m. to 2:30 p.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	<a href="mailto:recobbs@mvsu.edu">recobbs@mvsu.edu</a>
<b>Course Prerequisite:</b>	None
<b>Required textbook(s):</b>	Required Text(s): Cox, S.M., Marchionna, S., & Fitch, B.D. (2017). <i>Introduction to Policing</i> . 3 <sup>rd</sup> ed. ISBN: 9781506307543
<b>Catalog Course Description</b>	A comprehensive review of law enforcement systems and practices, starting from the history of law enforcement to the discussions of recruiting procedures, training, operational functions such as patrols, investigations, and strategies for controlling police corruption and brutality. Other pertinent law enforcement issues will also be covered in the course. (3)
<b>Student Learning Outcomes [SLOs]</b>	Upon completion of this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Provide an overview of the evolution of law enforcement and criminal justice;</li> <li>2. Enhance student's understanding of law enforcement and the criminal justice system;</li> <li>3. Develop the ability to analyze different issues concerning law enforcement, the challenges of the profession; and</li> <li>4. Recognize various contemporary law enforcement practices and problems.</li> </ol>
<b>Program Learning Outcomes [PLOs]</b>	Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the: <ol style="list-style-type: none"> <li>1. Crime issues, trends, and basic legal principles in America;</li> <li>2. The social, economic and political forces that influence the definition and response to crime in America; and</li> <li>3. The history, development and operations of the</li> </ol>

<p><b>Course Requirements</b></p>	<p>criminal justice system.</p> <p>A. Examinations: There will be a minimum of three (3) examinations, each worth 100 points. Each exam will have approximately 50 questions. Each exam will encompass only the materials analyzed during that portion of the course and will consist of multiple-choice, true/false and essay items. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.</p> <p>B. Projects/Quizzes: There will be a total of 5 projects/quizzes administered throughout the semester. Each worth up to 20 point and will comprised of ten (10) to twenty (20) questions (viz., multiple choice, true/false) or commentary essays.</p> <p>C. Assignment 1 (Peer-Review Project): This assignment is a peer review process among students enrolled in the course. Please refer to the peer review project grading rubric of the course syllabus for more information. The due date for this project is <b>March 28, 2019</b>. <b>This project is worth up to 25 points.</b></p> <p><b>Students are to exchange papers and provide feedback to one classmate's project.</b></p> <p>When giving feedback, use the following Criteria (<b>Please refer to the grading rubric for Peer Review Project</b>):</p> <ul style="list-style-type: none"> <li>• Identify the strengths of the work first. Comment on the linkage of the topic to the course, the method of applying coursework to practice, and the use of research and theory to form the scaffolding for the work.</li> <li>• If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint.</li> </ul> <p>With this peer feedback, the objectivity that comes with "fresh eyes" viewing one's work can add clarity to the next step in completing the work. Remember, all written work is in draft form. It can be revised and</p>
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	<p>strengthened, and this is an important element of the self-reflection process. In addition, the instructor will also provide feedback to learners' paper.</p> <p>D. Assignment 2 (Term/Research Paper): Students are required to write a term paper on any contemporary criminal justice topic that is related to the material covered in this course. For example, you may choose to summarize, synthesize, and analyze one of the course learning objectives. Such topics must first be discussed with the instructor for approval. The paper is to follow the APA style and must be between eight (8) to ten (10) typed double spaced pages. The term paper must consist of a minimum of five different citations. The term paper is due on or before <b>April 4, 2019</b>. Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course. (For Assignment 2, student can earned up to 75 points—Please see term paper rubric below).</p> <p><b>*Note: All papers (including projects) must be typed in Times New Roman 12 font, double-spaced and typed in APA style/format, 6<sup>th</sup> edition.</b></p>
<b>Supplementary materials:</b>	Companion Website: <a href="http://www.cengagebrain.com">http://www.cengagebrain.com</a>
<b>Class attendance policy:</b>	Each student should be aware of Mississippi Valley State University's attendance requirements as reflected in its catalogue and that repetitive non-attendance could result in dropping the student from the course. Consistent and punctual class attendance is required. Tardiness is not acceptable unless bona fide excuses are provided.
<b>Students' Responsibilities</b>	<ul style="list-style-type: none"> <li>• It is students' responsibility to attend and be prepared for every class to critically think, contribute, and analyze class topics. Students are to read required articles, chapters, and other readings assigned throughout the semester. Please note that the required reading will provide the basic information and class discussions will enhance, clarify and expand course material.</li> <li>• Students shall construct a mind set to learn within the university research driven environment by communicating through investigating, analytical writing, and critical thinking. This mind set is mandatory to achieve employment in the criminal justice system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Please feel free to ask questions at any time during class. If you are unsure of something ask questions. If no one asks questions, the instructor will continue with the course instructions.</li> <li>• In this class, students should participate and have fun learning the course content!</li> </ul>
<b>Submission of Work:</b>	<p>The first week begins the first day of the term. Scheduled assignments <b>MUST</b> be completed and successfully submitted when requested by instructor by the due dates and times.</p> <p><b>NO</b> opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse.</p> <p>All course-writing assignments have to be submitted in APA format (6<sup>th</sup> edition).</p>
<b>Make-up examination policy:</b>	<p>Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).</p>
<b>Course Drops/Incompletes:</b>	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is <b>your</b> responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F."</p> <p><b>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</b></p>
<b>Cheating and plagiarism policy:</b>	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>
<b>Teaching/Learning Strategies</b>	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to</p>

	be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.																																				
<b>Evaluation Procedures</b>																																					
<table border="1"> <thead> <tr> <th colspan="3">Performance Standards/Grading:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>450-500</td> <td>90%</td> </tr> <tr> <td>B</td> <td>400 – 449</td> <td>80%</td> </tr> <tr> <td>C</td> <td>350 – 399</td> <td>70%</td> </tr> <tr> <td>D</td> <td>300 – 349</td> <td>60%</td> </tr> <tr> <td>F</td> <td>299 - Below</td> <td>50%</td> </tr> </tbody> </table>	Performance Standards/Grading:			A	450-500	90%	B	400 – 449	80%	C	350 – 399	70%	D	300 – 349	60%	F	299 - Below	50%	<table border="1"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exams</td> <td><b>3 @ 100</b></td> <td><b>300</b></td> </tr> <tr> <td>Quizzes/Projects</td> <td><b>5@ 20</b></td> <td><b>100</b></td> </tr> <tr> <td>Assignment 1/Peer Review Project</td> <td><b>1@ 25</b></td> <td><b>25</b></td> </tr> <tr> <td>Assignment 2/Term/Research Paper</td> <td><b>1 @ 75</b></td> <td><b>75</b></td> </tr> <tr> <td><b>Total</b></td> <td></td> <td><b>500</b></td> </tr> </tbody> </table>	Assessments	Points		Exams	<b>3 @ 100</b>	<b>300</b>	Quizzes/Projects	<b>5@ 20</b>	<b>100</b>	Assignment 1/Peer Review Project	<b>1@ 25</b>	<b>25</b>	Assignment 2/Term/Research Paper	<b>1 @ 75</b>	<b>75</b>	<b>Total</b>		<b>500</b>
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<b>ADA Statement</b>	Any student requiring accommodations or services due to a disability must contact the University College, Office of the ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.																																				

## GRADING RUBRIC FOR COMMENTARY ESSAYS

### GENERAL GUIDELINES:

#### Writing

- Paper meets APA standards.
- Paper is organized; each paragraph flows logically into the next paragraph.
- Appropriate terminology it used; writing is clear and concise.
- Proper spelling and grammar is used; sentences are properly constructed.

#### Content

The two- page essay should have three main parts:

- (1) Summary: the assigned reading by, among other things, asking yourself: What are the main arguments? What is the point of the report is trying to make? What topics are covered? If someone asked what this report is about, what would you say? If someone asked what are the topics in the subject/topic are that this article discussed, what would you say? Are there vague or sweeping generalizations that aren't backed up with evidence? Are arguments very one-sided with no acknowledged of other viewpoints?
- (2) Assessment: After summarizing, it may be helpful to evaluate: What have you learned about the subject? What is (are) the problem(s)? Is there consensus/disagreement: in what areas, what about the consensus/disagreement? What areas are still being researched? Is the

information reliable? Is this source biased or objective? What is the goal of this source? Was there enough evidence offered? Explain. Is the coverage comprehensive? Explain. Is the evidence based on a few studies or many? Explain. Does the author use a good mix of sources of information (primary and secondary)? Explain.

- (3) Reflection: Once you've summarized and assessed, you need to ask how it fits into your research or our class. Was this source helpful in identifying issues? How does it shape your argument? How can you use this source in your research project? Has it changed how you think about your topic? Does the author offer sound reasons for reaching conclusions? How timely is the source? Some information becomes dates when new research is available, but another source can be quite sound 50 or 100 years later

Grading Rubric	Points Possible	Points Earned
Writing/format/title page/length	5	
Summary	5	
Assessment	5	
Reflection	2.5	
Citations from 2 scholarly	2.5	
Total	20	

### GRADING RUBRIC FOR PEER REVIEW PROJECT

The purposes of the peer-review process are three-fold which include:

- (1) To encourage students to produce the best possible materials by providing specific and structured proof-readings and review processes before the final term/research paper is submitted to the instructor for grading/assessment;
- (2) To allow peer-to-peer instruction, having each student raise the level of learning of the class by presenting new ideas and applications of concepts to their (at least two) peers; and
- (3) To provide students with additional opportunities to practice analytical and critical-thinking skills in the course as they analyze the structures, evidence, arguments, and plans as presented by their peers.

In the peer review/assessment process, students will earn points in the following participation criteria.

Criteria (25 total points)	Non-performance	Insufficient	Sufficient	Expected
<b>Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work</b>	<b>0 points</b>	<b>1-4 points</b>  Incomplete/not finished/or past deadline.	<b>5 points</b>  Fully complete and in ahead of deadline	<b>6-7points</b>  Materials submitted to peer group at least 72 hours before posting deadline to allow additional opportunities for

<b>(7 points)</b>				peers to view your structure and organization before submitting their papers
<b>Provide meaningful feedback on submission of two other learners data/research sufficiency</b> <b>(4 points)</b>	<b>0 points</b>	<b>1-2 points</b> Comments are superficial and do not provide true analysis	<b>3 points</b> Comments indicate correct analysis of the data/research	<b>4 points</b> Comments include specific suggestions and additional resources for consideration
<b>Provided meaningful feedback on structure/organization and clarity of points</b> <b>(5 points)</b>	<b>0 points</b>	<b>1-3 points</b> Comments are superficial	<b>3.5 points</b> Comments identify potential problems with the structures and organization of the components/ concepts	<b>4-5 points</b> Comments include specific suggestions improving structure and order
<b>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</b> <b>(5 points)</b>	<b>0 points</b>	<b>1-3 points</b> Comments provided are not logical or incorrectly state assumptions	<b>3.5 points</b> Comments illustrate useful analysis of logic and assumptions and identify potential problems	<b>4-5 points</b> Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence
<b>Provided all comments in a positive, encouraging, and constructive manner to at least two other learners</b> <b>(4 points)</b>	<b>0 points</b> Comments might be interpreted as insulting	<b>1-2 points</b> Comments are neutral or non-encouraging	<b>3 points</b> Comments include positive feedback and suggestions	<b>4 points</b> Comments praise specific strengths of the presentation as well as the constructively addressing weaknesses with alternatives that might be considered

Source: (MNSCU, 2012)

**GRADING RUBRIC FOR TERM/RESEARCH PAPER**

<b>Category/Criteria</b> <b>(75 total points)</b>	<b>Excellent</b> <b>A/B</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b> <b>D/F</b>
<b>Mechanics</b> <b>(15 points)</b>	<b>12-15 points:</b> Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	<b>11 points:</b> Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	<b>0-10 points:</b> An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
<b>Organization</b> <b>(20 points)</b>	<b>15-20 points:</b> Paper follows the APA 6 <sup>th</sup> ed. format, progresses in a logical manner, and has appropriate transitions.	<b>13-14 points:</b> Paper has some problems with format, logic and transitions, but not enough to detract from the content.	<b>0-12 points:</b> An abundance of format, logic and transition issues that detracts from the content.
<b>Citations/Sources</b> <b>(10 points)</b>	<b>8-10 points:</b> All sources are properly cited both in-text and in the reference page.	<b>7 points:</b> Only minor issues with citation placement and reference page.	<b>0-6 points:</b> An abundance of citation errors in-text or in the reference page.
<b>Content.</b> <b>(30 points)</b>	<b>22-30 points:</b> Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	<b>19-21 points:</b> Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	<b>0-18 points:</b> Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning &amp; Quinn, 2011)

If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.

Total Points: \_\_\_\_/75

General Comments:

<b>Course Outline:</b> <i>subject to some changes depending on the needs and level of the class</i>	
<b>WEEKS</b>	<b>ASSIGNMENTS</b>
1	<b>January 7: Classes Begin</b>



1/7-1/13	<p><b>Introduction of Course, Students and Professor)</b> Review of syllabus <b>Part I: Foundations of Policing</b> Chapter 1—Policing in the United States</p>
2 1/14-1/20	<p>Chapter 2— A Brief History of Police in the United States Assigned Reading: Chapter 2</p>
3 1/21-1/27	<p>Chapter 3—Police Organization and Administration Assigned Reading: Chapter 3 <b>January 21: Martin Luther King Holiday</b> <b>January 22: Classes Resume</b> <b>Project/Quiz 1</b></p>
4 1/28-2/3	<p>Chapter 3—Police Organization and Administration Assigned Reading: Chapter 3 <b>January 31: Submit Topic for Term/Research Paper &amp; Test 1 (Chapters 1-3)</b> <b>January 28: Last Day to Drop/Add Classes/Registration Closes</b> <b>February 1: Report of Non-Attendance Due</b></p>
5 2/4-2/10	<p><b>Part II: Police Operations</b> Chapter 4—Recruitment and Selection of Police Officers Assigned Reading: Chapter 4 <b>February 7: MLK/Black History Convocation</b></p>
6 2/11-2/17	<p>Chapter 5—Police Training and Education Chapter 6—Police Work: Operations and Functions Assigned Reading—Chapters 5 and 6 <b>Project/Quiz 2</b> <b>February 15: Graduation Application Due to Student Records</b></p>
7 2/18-2/24	<p>Chapter 6—Police Work: Operations and Functions Assigned Reading: Chapter 6 <b>February 22: 1<sup>st</sup> Draft of Term/Research Paper (title, 4 text, and reference pages)</b></p>
8 2/25-3/3	<p>Chapter 7—Contemporary Strategies in Policing Assigned Reading: Chapter 7 <b>Project/Quiz 3</b> <b>February 28: Graduate Expo</b></p>
9 3/4-3/10	<p><b>Part III: Police Conduct</b> Chapter 8—The Police Culture and Work Stress Assigned Reading: Chapter 8 <b>March 4-8: MID-TERM EXAM</b></p>
10 3/11-3/17	<p>Chapter 9—Law, Court Decisions, and the Police Assigned Reading: Chapter 9 <b>March 11-15: Spring Break</b></p>
11 3/18-3/24	<p>Chapter 10—Discretion and Ethics in Policing Assigned Reading: Chapter 10 <b>Project/Quiz 4</b></p>

	<p><b>March 21: 2<sup>nd</sup> Draft of Term/Research Paper (title, abstract, 8 to 10 text, and reference pages)</b> <b>Due</b></p> <p><b>March 18: Classes Resume</b></p> <p><b>March 18-20: Academic Advisement</b> <b>Online Registration begins for Summer I, Summer II &amp; Fall 2019</b></p> <p><b>March 21: Honors Convocation</b></p>
12 3/25-3/31	<p>Chapter 11—Police Misconduct and Accountability Assigned Reading: Chapter 11</p> <p><b>March 28: Assignment 1 (Peer Review Assessment) Due</b></p> <p><b>March 28: Last Day to Withdraw from a Class</b></p>
13 4/1-4/7	<p>Part IV: Contemporary Issues in Policing Chapter 12—Policing in a Diverse Society Chapter 13—Technology and the Police Assigned Reading: Chapters 12 and 13</p> <p><b>Project/Quiz 5</b></p> <p><b>April 4: Assignment 2 Due (Student are to submit Assignment 2 via turnitin.com and bring a Hardcopy of Assignment 2 to class)</b></p> <p><b>April 4: Last Day to Withdraw from the University</b></p>
14 4/8-4/14	<p>Chapter 14—Organized Crime, Homeland Security, and Global issues Assigned Reading: Chapters 14</p> <p><b>April 11: Research Day</b></p>
15 4/15-4/21	<p>Chapter 15—Private Police Assigned Reading: Chapter 15</p> <p><b>April 15-18: Founder's Week</b></p> <p><b>April 18: Founder's Day Convocation</b></p> <p><b>April 19: Good Friday</b></p>
16 4/22-4/28	<p><b>Part V: The Future of Policing in the United States</b> Chapter 16—The Future of Policing in the United States Assigned Reading: Chapter 16</p> <p><b>April 22: Easter Monday/Classes Resume 6:00 p.m.-Monday night</b></p> <p><b>April 23-25: Senior Final Exams</b></p> <p><b>April 26: Senior Final Grades Due</b></p>
17 4/29-5/5	<p><b>April 29-May 3: Final Exams</b></p>

<b>Disclaimer</b>	This syllabus is not a contract. It is only a guideline. The instructor reserves the right to make changes and additions to this syllabus at her discretion. If changes are necessitated during the term of the course, you will be
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	notified of changes in class.
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