

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Fall 2018
Course Prefix and Number	CJ 384-01/10011
Course Title	Law Enforcement Systems and Practices
Days, Time and Location of Class Meeting	TR 1:00-2:15 p.m., Social Science Bldg.-Room 18
Instructor's Contact Information	
Name:	Rochelle Cobbs, Ph.D.
Office Location:	Social Science Building—Office: "Research"
Office Hours:	M: 1:00 p.m.-5:00 p.m. T: 9:30-12:00 noon; R: 9:30 a.m.-12 noon; 2:30 p.m.-3:30 p.m.
Office Phone Number:	662.254.3133/3364
E-Mail Address:	recobbs@mvsu.edu
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Cox, S.M., Marchionna, S., & Fitch, B.D. (2017). <i>Introduction to Policing</i> . 3 rd ed. ISBN: 9781506307543
Catalog Course Description	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)
Student Learning Outcomes [SLOs]	Upon completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Provide an overview of the evolution of law enforcement and criminal justice; 2. Enhance student's understanding of law enforcement and the criminal justice system; 3. Develop the ability to analyze different issues concerning law enforcement, the challenges of the profession; and 4. Recognize various contemporary law enforcement practices and problems.
Program Learning Outcomes [PLOs]	Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the: <ol style="list-style-type: none"> 1. Crime issues, trends, and basic legal principles in America; 2. The social, economic and political forces that influence the definition and response to crime in America; and 3. The history, development and operations of the

<p>Course Requirements</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).</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 October 30, 2018. This project is worth up to 25 points.</p> <p>Students are to exchange papers and provide feedback to one classmate's project.</p> <p>When giving feedback, use the following Criteria (Please refer to the grading rubric for Peer Review Project):</p> <ul style="list-style-type: none"> • 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. • If indicated in your opinion, identify an area or areas that would benefit from expansion or clarification. When doing this, use the "I" viewpoint. <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 strengthened, and this is an important</p>
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	<p>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 November 13, 2018. 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>*Note: All papers (including projects) must be typed in Times New Roman 12 font, double-spaced and typed in APA style/format, 6th edition.</p>
Supplementary materials:	Companion Website: http://www.cengagebrain.com
Class attendance policy:	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.
Submission of Work:	<p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted when requested by instructor by the due dates and times.</p> <p>NO 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 (6th edition).</p>
Make-up examination policy:	Make-up examinations maybe scheduled only if a student can demonstrate (with supporting documents) the occurrence of an unavoidable event (sickness, accident, death, etc).
Course Drops/Incompletes:	Students not completing the course for any reason are required to submit official drop notices to the Registrar's

	<p>Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of “F.”</p> <p>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.</p>																																				
<p>Cheating and plagiarism policy:</p>	<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>																																				
<p>Teaching/Learning Strategies</p>	<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 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.</p>																																				
<p>Evaluation Procedures</p>																																					
<table border="1" data-bbox="188 1514 667 1818"> <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" data-bbox="735 1514 1344 1818"> <thead> <tr> <th>Assessments</th> <th>Points</th> <th></th> </tr> </thead> <tbody> <tr> <td>Exams</td> <td>3 @ 100</td> <td>300</td> </tr> <tr> <td>Quizzes</td> <td>5@ 20</td> <td>100</td> </tr> <tr> <td>Assignment 1/Peer Review Project</td> <td>1@ 25</td> <td>25</td> </tr> <tr> <td>Assignment 2/Term/Research Paper</td> <td>1 @ 75</td> <td>75</td> </tr> <tr> <td>Total</td> <td></td> <td>500</td> </tr> </tbody> </table>	Assessments	Points		Exams	3 @ 100	300	Quizzes	5@ 20	100	Assignment 1/Peer Review Project	1@ 25	25	Assignment 2/Term/Research Paper	1 @ 75	75	Total		500
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<p>ADA Statement</p>	<p>Any student requiring accommodations or services due to a</p>																																				

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 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
Submitted your finished paper to the group discussion project area PRIOR to deadline to allow other learners to comment on your work (7 points)	0 points	1-4 points Incomplete/not finished/or past deadline.	5 points Fully complete and in ahead of deadline	6-7points Materials submitted to peer group at least 72 hours before posting deadline to allow additional opportunities for peers to view your structure and organization before submitting their papers

<p>Provide meaningful feedback on submission of two other learners data/research sufficiency</p> <p>(4 points)</p>	0 points	1-2 points Comments are superficial and do not provide true analysis	3 points Comments indicate correct analysis of the data/research	4 points Comments include specific suggestions and additional resources for consideration
<p>Provided meaningful feedback on structure/organization and clarity of points</p> <p>(5 points)</p>	0 points	1-3 points Comments are superficial	3.5 points Comments identify potential problems with the structures and organization of the components/concepts	4-5 points Comments include specific suggestions improving structure and order
<p>Provided meaningful feedback on the logic, assumptions, and recommendations the learner(s)/peer(s) has drawn</p> <p>(5 points)</p>	0 points	1-3 points Comments provided are not logical or incorrectly state assumptions	3.5 points Comments illustrate useful analysis of logic and assumptions and identify potential problems	4-5 points 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
<p>Provided all comments in a positive, encouraging, and constructive manner to at least two other learners</p> <p>(4 points)</p>	0 points Comments might be interpreted as insulting	1-2 points Comments are neutral or non-encouraging	3 points Comments include positive feedback and suggestions	4 points 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

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

Source: (Lenning & 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:

Course Outline: <i>subject to some changes depending on the needs and level of the class</i>	
WEEKS	ASSIGNMENTS
1 8/20-8/26	August 20: Classes Begin Introduction of Course, Students and Professor) Review of syllabus Part I: Foundations of Policing Chapter 1—Policing in the United States
2 8/27-9/2	Chapter 1—Policing in the United States Assigned Reading: Chapter 1
3 9/3-9/9	Chapter 2—A Brief History of Police in the United States Chapter 3—Police Organization and Administration Assigned Reading: Chapters 2 and 3 September 3: Labor Day Holiday September 4: Classes Resume Project/Quiz 1
4 9/10-9/16	Chapter 3—Police Organization and Administration Assigned Reading: Chapter 3 September 12: Submit Topic for Term/Research Paper & Test 1 (Chapters 1-3) September 10: Last Day to Drop/Add Classes/Registration Closes September 14: December Graduation Application Due
5 9/17-9/23	Part II: Police Operations Chapter 4—Recruitment and Selection of Police Officers Assigned Reading: Chapter 4
6 9/24-9/30	Chapter 5—Police Training and Education Chapter 6—Police Work: Operations and Functions Assigned Reading—Chapters 5 and 6 Project/Quiz 2
7 10/1-10/7	Chapter 6—Police Work: Operations and Functions Assigned Reading: Chapter 6 October 3: Mid-Term Exam 1st Draft of Term/Research Paper (title, 4 text, and reference pages) October 1-5: Mid-Term Exams
8 10/8-10/14	Chapter 7—Contemporary Strategies in Policing Assigned Reading: Chapter 7 Project/Quiz 3 October 8-10: Academic Advisement October 11: Online Registration begins for Spring 2019
9 10/15-10/21	Part III: Police Conduct Chapter 8—The Police Culture and Work Stress Assigned Reading: Chapter 8
10	Chapter 9—Law, Court Decisions, and the Police

10/22-10/28	Assigned Reading: Chapter 9 Project/Quiz 4 October 23: 2nd Draft of Term/Research Paper (title, abstract, 8 to 10 text, and reference pages) Due
11 10/29-11/4	Chapter 10—Discretion and Ethics in Policing Assigned Reading: Chapter 10 October 30: Assignment 1 (Peer Review Project) Due November 2: Last Day to Withdraw from a Class
12 11/5-11/11	Chapter 11—Police Misconduct and Accountability Assigned Reading: Chapter 11 November 9: Last Day to Withdraw from the University
13 11/12-11/18	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 Project/Quiz 5 November 13: Assignment 2 Due (Student are to submit Assignment 2 via turnitin.com and bring a Hardcopy of Assignment 2 to class)
14 11/19-11/25	Chapter 14—Organized Crime, Homeland Security, and Global issues Chapter 15—Private Police Assigned Reading: Chapters 14 and 15 November 19-20: Fall Break for Faculty and Students November 21-23: Thanksgiving Holidays
15 11/26-12/2	November 26: Classes Resume Part V: The Future of Policing in the United States Chapter 16—The Future of Policing in the United States Assigned Reading: Chapter 16
16 12/3-12/9	December 3-7: Final Exam Test 3 (Chapters 7-16)

Disclaimer	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 notified of changes in class.
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