

GRAND VALLEY STATE UNIVERSITY
POLICE PROCESS - CJ 312, 3 credits
WINTER 2016

Professor: Chief Jeff Hawke
Office: Second Floor/C DeVos Center
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Days Class Meets: Wed
Time Class Meets: 6:00p – 8:50P
Location of Class:
Office Hours: TBA

I. COURSE DESCRIPTION: Functions of law enforcement and the roles of the police in contemporary society. Study of the police from several perspectives: historical, sociological, psychological, organizational, and political. Issues, research, and trends pertinent to law enforcement organizations are reviewed. Review of current events impacting the relationship between the citizenry and law enforcement. Offered fall and winter semesters.

II. PREREQUISITES and/or CO-REQUISITES: CJ201 Criminology

III. INTRODUCTORY PROSE:

This course is designed to explore the evolution of law enforcement entities and their functions and roles within society. The following topics will be explored:

- Social and economic factors that have impacted the police and police functions.
- Theoretical perspectives, research, and policies related to law enforcement from their earliest forms to intelligence-led policing as we know it today.
- Analytical examination of current police operations, policies and practices.
- Review of current events impacting the relationship between law enforcement and the public.

Course topics are examined from several perspectives: historical, sociological, psychological, organizational and political.

IV. OBJECTIVES: Upon completion of this course, the student will:

1. *Understand* the historical roles and functions of policing and the applications to policy (*comprehension*).
2. *Examine* and *understand* the interrelationships between the police, citizens, and community organizations (*comprehension*).
3. *Understand* the role and responsibilities of law enforcement agencies at the federal, state, county, and municipal level (*comprehension*).
4. *Examine* past, current, and future dilemmas facing the law enforcement profession (*comprehension*).
5. *Evidence* and understanding of course materials through written assignments, oral communication, group work, and technological applications as outlined in course requirements (*application*).

V. BLOOM'S TAXONOMY LEVEL AND DOMINANT CURRICULUM "THREADS": The current course will draw from across "Bloom's Taxonomy" of learning, drawing from the levels of "Knowledge" "Comprehension" and "Application." A review of Bloom's Taxonomy is attached to this syllabus.

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments, and tests will move through these levels from knowledge to analysis.*

In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course?

(1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!*

(2) *Participate in the class exercises and assignments.*

(3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or asses, I am asking you to synthesis and evaluate.

VI. TOPICS:

- History and Role of American Policing
- Community Policing
- Police Mgmt and Organizational Change
- Police Selection and Development
- Police Field Operations
- Controlling Police Behaviors
- Critical Issues in Police Discipline
- Legal Issues in Policing
- Stress & Officer Safety
- Cultural Diversity Issues

VII. METHODS OF EVALUATION:

Your earned grade for this course will be placed on a continuum of achievement relative to your effort and ability to demonstrate comprehension of course material. Listed below are the specific criteria used to record your performance:

GRADING SYSTEM (500 Points Possible)

A	93-100%	465-500
A-	90-92%	450-464
B+	88-89%	440-449
B	83-87%	415-439
B-	80-82%	400-414
C+	78-79%	390-399
C	73-77%	365-389
C-	70-72%	350-364
D+	68-69%	340-349
D	63-67%	315-339
D-	60-62%	300-314
F	0-59%	001-299

EXAMINATIONS & ASSIGNMENTS:

Various methods or techniques will be used to assess your knowledge, comprehension and application of the course material.

QUIZZES: (4 x 25 = 100 points)

Periodic quizzes will be given per the class schedule to assess knowledge and comprehension of class material. The quizzes will be given in the classroom or posted on-line through the Blackboard system. The on-line quizzes will be open book. The quizzes given in the classroom will be completed without reference material.

EXAMS: (2 x 50 = 100 points)

Two exams will be given during the semester, a mid-term and final. Exams will be based on class lectures, discussions and assigned readings. Question formats may include multiple choice, true/false, and short answer. Further details of the content and structure of the exams will be provided before the scheduled exam date. The exams may be conducted on-line through the University's Blackboard system. Failure to complete the exams before the posted deadline will result in a grade of 0 for this component of the grade. If the exam is conducted on-line, it must be submitted per the instructions set forth on the Blackboard site. Failure to properly submit the exam will result in a 0 with no opportunity for make-up. If an exam is conducted in class, it must be taken on the scheduled date and time. No opportunity for a "make-up" exam will be provided.

STUDENT PRESENTATIONS: (200 Points)

Students will participate in a group presentation to the class based on a law enforcement related research topic. The topic will be approved in advance by the instructor. The instructor will provide guidelines and evaluation criteria.

CLASS PARTICIPATION AND ATTENDANCE: (100 Points)

- Attendance points awarded at 5 per class (14 classes/70 points)
- Class participation points awarded for classroom and group discussions/questions (30 points)

VIII. CLASSROOM CONDUCT

Students and faculty have the right to a classroom atmosphere that is conducive to study, thought, and respect. Listed below are guidelines regarding professional conduct in the classroom.

- Be respectful of your fellow classmates and the instructor. Participate with civility and an abiding appreciation for the power of words and ideas.
- Respect others, even those who hold opposing views.
- Students must attend and be on time for all classes. Attendance will be taken and the failure to attend a class will result in a loss of points in the attendance and class participation evaluation. Late arrival constitutes an absence.
- Signing the attendance log for another classmate will result in an immediate failing grade for the course.
- Students must be prepared for class. Preparation includes having all course readings with them. As part of the class requirements, students should print off all course readings and power points, take notes, and be ready to refer to this information in class. Students are encouraged to organize their readings into a well-organized binder. Failure to be prepared (having course readings with them) constitutes an absence.
- The use of electronic devices is limited to specific course activities and as allowed by the instructor. Any other use of electronic devices constitutes an absence.
- Actively listen to the comments of your fellow students and provide appropriate, professional feedback regarding their ideas/comments.
- Side conversations/personal discussions are not permitted.
- Completing assignments related or unrelated to this course constitutes an absence. Part of this course is to learn how to engage in respectful interaction, which is a key component to a successful career.
- Sleeping, appearing to sleep/doze constitutes an absence.
- Leaving early from class constitutes an absence.
- The instructor will remove any student who is engaged in disruptive behaviors.

IX. TEXT(S)

Walker, S. & Katz, C.M. (2008). *Police in America: An introduction* (7th ed.). New York: McGraw-Hill.

Weekly Readings:

Weekly chapter readings shall be completed before class on Wednesday.

On-Line Readings:

Some weeks may include supplemental on-line readings which will be posted on the Blackboard site.

X. ACADEMIC INTEGRITY:

Section 223.00 & 223.01 of the *Student Code* are reproduced below for your reference.

SECTION 223.00 INTEGRITY OF SCHOLARSHIP AND GRADES: Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. Compliance shall include compliance with the following specific rules:

- a) No student shall knowingly, without authorization, procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b) No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
- c) No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
- d) No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own.
- e) No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without authorization from the instructor(s) of the class(es) to which the student wishes to submit it .

SECTION 223.01 PLAGIARISM: Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of others students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

XI. DISABILITY-RELATED ACCOMMODATIONS:

If you have a need for disability-related accommodations, please inform me in writing immediately, and the Office of Disability Support Services at 200 STU (331-2490). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner, with appropriate documentation in accordance with federal, state, and university guidelines.

XII. E-MAIL POLICY:

You will receive a response to your e-mail within 24 hours on Monday through Friday between 6am and 9pm.

- Include your name, course number, and purpose of the message in the subject line.
- Check grammar and spelling before sending the message.
- Keep it short. Address complicated issues in person.
- Please e-mail me at: **jhawke@grandhaven.org**

XIII. GRADE APPEALS

This course syllabus is a binding agreement between the instructor and student. If a student feels that there has been a factual error made in his/her grade, it is the student's responsibility to first e-mail the instructor (following all guidelines as shown in the e-mail policy section of this syllabus), clearly explaining the issue and factual error that was made (in precise detail), based on the course syllabus, and how this error should be rectified based on the criteria in the syllabus. The instructor will then review the claim and provide the student with a written response. Following the written response, a discussion of the issue will occur if requested by the student. No verbal discussions will occur until a written request is submitted to the instructor by the student. All appeals must be submitted within one week of receipt of the returned assignment. No communication with parents will occur until the student has filed a completed FERA waiver form with the instructor.

Bloom's Taxonomy of Learning

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPRE- HENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas, Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

• Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education

COURSE CALANDER/ CJ 312 Winter 2016*

DATE	TOPIC/CLASS ACTIVITY	READINGS
Week 1 Jan 13	Intro to the Course Who are the Police?	
Week 2 Jan 20	Police and Society	The Police in America Chapter 1
Week 3 Jan 27	The History of the American Police Quiz Review – Chapter 1 Quiz Number 1– Chapter 1 – 25 Questions	The Police in America Chapter 2
Week 4 Feb 3	Contemporary Law Enforcement Group Work – Presentation Topic	The Police in America Chapter 3
Week 5 Feb 10	Police Organizations Quiz Review – Chapters 2,3 Quiz Number 2 – Chapters 2,3 – 25 Questions	The Police in America Chapter 4
Week 6 Feb 17	Entering Police Work Police Officers – On the Job	The Police in America Chapters 5, 6
Week 7 Feb 24	MID-TERM EXAM Chapters 1 - 6	
Week 8 Mar 2	Patrol – The Backbone Field Trip (?) – Grand Haven DPS Ottawa County Central Dispatch	The Police in America Chapter 7
Week 9 Mar 9	SPRING BREAK! – Relax and Enjoy!	
Week 10 Mar 16	Peacekeeping and Order Maintenance The Police and Crime	The Police in America Chapters 8, 9
Week 11 Mar 23	Innovations in Police Strategy Police Discretion Quiz Review – Chapters 7, 8, 9 Quiz Number 3 – Chapters 7, 8, 9 – 25 Questions Student Presentations	The Police in America Chapters 10, 11
Week 12 Mar 30	Community Relations Police Corruption Student Presentations	The Police in America Chapters 12, 13
Week 13 Apr 6	Accountability of the Police The Future of Policing Quiz Number 4 – Chapters 10 thru 13 – 25 Questions Student Presentations	The Police in America Chapters 14, 15
Week 14 Apr 13	Crime Scene Investigation/Processing(?) Final Exam Review Student Presentations	
Week 15 Apr 20	EXAM 2 - FINAL EXAM Chapters 1-15	

* The Instructor reserves the right to add and delete topics from the schedule