

Course Title: Criminal Justice/Law Enforcement

Instructor: Archie Duncan, Butler Farm Campus

766-1100 ext 3387

archie.duncan@nhrec.org

CLASS HOURS

Monday through Friday

7:40 a.m.-10:00 a.m.

Office Hours

7:00 a.m. – 7:20 a.m.

10:00 a.m. – 10:45 a.m.

Also by Appointment

1. Course Description

This is an introductory course designed to give an overview of the various components of the criminal justice system in the United States. This course is intended for students who are preparing for many of the exiting, challenging, and rewarding careers in the criminal justice field. Students will study the history and types of law enforcement opportunities, as they gain an understanding of local, state, and federal law enforcement agencies and jurisdictions. Students' education will be supplemented with guest speakers from various professional agencies, and hands on training opportunities. This is a year-length course presented in a two-hour and twenty minute block of instruction.

2. Instructional Philosophy:

Students will be expected to meet all the of the course goals listed below and be able to demonstrate their understanding of the underlying concepts. The method of instruction in this course will include lecture, class discussion, and practical exercises. Criminal justice-related films and outside readings will be used to demonstrate concepts and theories in the course. **Classroom attendance and participation are required and important for the completion of this course.**

Assignments will require students to draw upon academic skills in reading, writing, speaking, and listening, reasoning, problem solving, and decision making. Students are expected to read all assignments and be aware of all required material handed out in class, In the event of absences, it is the students responsibility for missed work.

Student assessment will be based on group work, notebooks, a research paper, group projects and presentations, written reports, tests of students' knowledge of important criminal justice concepts and demonstrations of important skills.

3. Course Goals:

- A. To understand the structure and major components of the criminal justice system.
- B. To understand the operations of the various criminal justice systems.
- C. To understand the pathway from first arrest to incarceration.
- D. To critically analyze various theoretical approaches and connections.

E. To enhance research and writing skills

4. **Major Course Projects**

- A. Students are required to write a research paper on some historical and/or developmental aspect of the criminal justice system.
- B. Students are required to maintain a notebook of every day activities or assignments
- C. Students are required to participate in numerous criminal justice-related scenarios and hands-on activity.
- D. Keep an orderly notebook of classnotes

Students are required to take periodic quizzes and quarterly exams.

5. **Project Outline**

Research Paper and Presentation

As reflected below, you are required to write a research paper on some historical and/or developmental aspect of the criminal justice system. Some of the possible topics for this paper include:

- History and development of the FBI
- History and development of the Texas Rangers
- History and development of the Secret Service
- History and development of the Norfolk Police Department
- History of policing in America
- Development of the laws pertaining to search and seizure
- History and development of DNA
- History and development of latent fingerprint examinations
- History and development of community policing
- History and development of crime watch programs
- History of sheriff departments
- History and development of Homeland Security
- History of the Miranda Warning
- History and development of crime laboratories
- Development of police officer standards and training
- Development of technological advances in police work
- History and development of Megan's Law

These are just a few possibilities. If you have another idea that you would like to pursue, please see me and we can discuss it. Keep in mind that since these papers are only five-seven pages you will need to keep them focus.

If you do not have easy access to a computer, you will have the opportunity to work on these papers during class time in the computer lab. You will be required to orally present your paper to the class.

As a way to help you get started with your research paper, and to at least get you thinking about it, I would like you to submit a summary and outline of your research paper topic. Your summary should address your process of choosing this topic, and give a sense of what aspects of this topic are of particular interest to you.

Your outline should include the areas you plan to explore. If you have any resources at that point, include those in your outline. Your outline can be a rough draft when submitted for approval. You are not expected to have everything well organized at this point. The outline is a way of helping you consider what aspects of your topic you need to explore and include in your paper. Be sure to include a working title at the top of the paper.

6. Instructional Delivery Plan

The following is a description of course requirements:

- A. **Quizzes:** During each quarter, there will be between three-six quizzes. The quizzes will be a mixture of multiple choice, fill in the blank and/or true or false. These quizzes may or not be announced. The quizzes are designed to test your comprehension of the material being covered.
- B. **Quarterly Exams:** There will be a final exam at the end of each quarter. The date of the exams will be announced at a later time. There will be **NO MAKEUPS** for quizzes or exams unless you can provide a doctor's excuse or have an extreme circumstances that the instructor feels is a legitimate reason for missing the quiz or exam.
- C. **Class Participation:** Class participation is a very important element of the learning experience. I expect all students to be actively engaged with this class. I expect each student to contribute to class discussions and class exercises.
- D. **Scenario Exercises:** Scenario Exercises and Hands-on activities may include but not limited to: CPR and first aid; crime scene processing; fingerprinting and latent fingerprint development; patrol techniques; interview and interrogation techniques; crisis intervention techniques; searches and seizures techniques; evidence handling procedure: and arrests.
- E. **Notebooks of daily assignments will be checked weekly.**

- 1. Web sites for criminal justice articles (look for the news or press release links)

F. **Research Paper and Presentation:** You are required to write a research paper on some historical and/or developmental aspect of the criminal justice system; the research paper will be due in late March, 2009.

This paper should be five-seven pages typed, double spaced, using 12 point Arial font.

This is a research paper which means that you will be using a minimum of 5 sources.

Sources and references should be documented in proper format in accordance with APA.

G. **Portfolio:** You are required to maintain an organized and neat portfolio. The portfolio will be looked at twice per quarter for a grade. The portfolios should be 3-inch, three ring binders and be organized with dividers according to the following format:

1. Course Syllabus/course objectives
2. Criminal Law and Procedures
3. Crime Scene Investigations
4. Use of Force Continuum
5. Police Concepts and Skills
6. Health Issues
7. Court System
8. Corrections Concepts and Skills
9. Communications
10. Security
11. Special Populations
12. Resume

7. Assessment Plan

Performance Standards

Grades for the course will be based on the following levels of performance

Grade	Performance Standard
A	<p>Independent Learner</p> <p>Did research, designed and planned; applied academic skills; evaluated work and made adjustments: did quality work; needed little help from the teacher, sought and found resources independently; demonstrated knowledge with a grade of ninety (90) or higher; and produced a quality portfolio.</p>
B	<p>Semi-independent Learner</p> <p>Did research, designed and planned, needed some help from the teacher; did quality work with a few flaws; redid work to meet standards: demonstrated knowledge with a grade of 80 or higher, provide a better than average portfolio.</p>
C	<p>Dependent Learner</p> <p>Needed help to research, design and plan or had to be given a plan; Relied a great deal on the teacher; had to be given procedures for performing tasks; required significant help to produce a quality product; final product still did not meet standards; demonstrated knowledge with a grade of seventy (70) or higher; produced an average portfolio.</p>
D	<p>Supervised Learner</p> <p>If projects were completed, they were of very poor quality; did not adequately document procedures; did not show criteria for determining quality; scored less than seventy (70) on knowledge tests; produced a poor portfolio.</p>
F	<p>Failure</p> <p>Did not complete projects; if projects were completed, they were of</p>

such low quality that they did not pass; failed to document procedures; did not show criteria for determining quality; scored less than sixty (60) on knowledge tests; produced a poor portfolio or none at all.

Grading Scale	90-100=A
	80-90= B
	70-79= C
	60-69= D
	60 below= F

Student Evaluation	Method of Evaluation	Percent
Employability Skills	Employability skills equates to professionalism. These are the necessary skills you will need to be successful in the workforce. The overall employability grade is based on the following factors: your ability to communicate effectively, your use of time, your cooperation in class, your ability to follow instructions, your ability to work independently, your care of the worksite, your ability to follow safety rules, your appearance in class, your ability for problem solving, and bringing your materials to each class. Additionally, students must demonstrate the following: reading skills on a level for employment in criminal law enforcement; writing skills on a level required for employment in criminal justice/law enforcement; speaking and listening skills on a level required for employment in criminal/law enforcement; computer literacy skills on a level required for employment in criminal justice/law enforcement; reasoning problem-solving, and decision-making skills; understanding the “big picture”; strong work ethic; positive attitude; independence and initiative; self-presentation skills; satisfactory attendance; and participant as a team member to accomplish goals.	30
Related Instruction	Quizzes, quarterly exams, criminal justice current events journal, The research paper; portfolios, worksheets, and other projects, will be used to determine the overall related instruction grade.	50
Competencies	Scenario exercises and “Hands-on-activity” such as processing crime scenes, interviewing/interrogation techniques, finger-printing, and the practical exercises associated with raids, searches, and arrests will be used to determine this objective.	20

8. Materials Needed for Class

1. Pens/pencils
2. Thumb drive for computer
3. Two (2) three (3) inch, three ring binder (portfolio)
4. One notebook (provided by instructor)

9. Student Fees
1. \$25.00 for parking pass
 2. \$37.00 for NOCTI pretest and post test
 3. \$16.00 for First Aid
 4. \$16.00 CPR Training
 5. \$16.00 Club/Skill USA

10. **IMPORTANT DATES**

First Quarter Exam	November 3, 2010
Second Quarter Exam	January 24, 2011
Third Quarter Exam	March 28, 2011
Research Paper	April 8, 2011
Final Exam	June 2, 2011

10. **Student Honor Roll:** Students should learn in an environment of integrity, free from the intrusion of any kind of dishonest conduct. This is especially true for anyone desiring to enter the law enforcement field. When an academic exercise is designed to result in a grade, any of the following activities constitutes violations of academic honesty (unless expressly authorized in advance by the instructor):

- * Cheating includes the intentional giving, receiving, or use (or attempts thereof) of any assistance, including notes, copying, or prior knowledge of examination material.
- * Plagiarism includes intentionally or knowingly representing the words, ideas, or images of another as one's own in any academic exercise.
- * Fabrication includes the intentional falsification or invention of any information.
- * Collusion includes any secret agreement among students who participate in any academically dishonest activity.

A minimum penalty for all forms of academic dishonesty is to receive a zero for the paper, assignment Or test on which the violation occurred.

Attendance: Daily attendance is mandatory. Absences will only be excused with either a doctor's note, Or a note from a parent explaining why you were not in school on a previous day. Keep in mind that you will receive a grade of "F" if you have 4 or more unexcused absences in a quarter. Twelve absences or more during a semester may result in a grade of "F" for that semester.

Tardiness: I expect you to be on time for class and to stay for its duration. It is disruptive and discourteous to others to arrive late and/or leave early. Please keep in mind that being late to class on three occasions will equal one absence.

Classroom Examination Policy: Classroom Examination Policy: Once an exam has begun, no student may leave the room until his/her test is completed. The only exception to this policy is in case of an extreme emergency (i.e., illness).