

SYLLABUS

Criminal Justice/Law Enforcement - Building D

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.

Facilitator Information:

Lt. Karen Bell, Butler Farm Campus
(757) 7661100 ext 3387
Email: karen.bell@nrec.org

I am mostly available via email. I make efforts to respond to queries immediately. During the work week I am available from 7:00 a.m.- 7:20 a.m. and from 10:00 a.m. – 10: 45 a.m. If you need to meet with me outside these times please make an appointment and I will try to accommodate your schedule, if possible. Hopefully, this schedule will make communications between us quick and easy.

COURSE GOALS

This course is designed to prepare students for higher education or to prepare them to enter into careers in criminal justice. Graduates are expected to continue their personal and professional development in a variety of practical settings. The development of this course serves as a basis for this curriculum. It's a study of the history and philosophy of criminal justice and its ethical considerations. The nature and impact of crime is explored, and instruction includes an overview and study of the criminal justice system, law enforcement, the court systems, corrections (jails, prisons, probation/parole), and special issues such as the juvenile justice system and Homeland Security. Skills/lab work such as handcuffing; investigating mock accidents and crime scenes; completing court documents, etc. This course incorporates many guest speakers from various law enforcement professions.

COURSE OBJECTIVES:

Knowledge, Reasoning, Judgment:

This curriculum will provide students with the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, and corrections as they contribute to social order.

Ability, Skills, Integration:

This curriculum will provide students with the ability to achieve their professional goals in criminal justice. Students will learn how to prudently integrate knowledge and practice in criminal justice. Furthermore, this course will provide students with an opportunity to develop their individual, research, writing and group skills necessary to meet various role expectations.

Conduct, Professionalism, Ethics:

This curriculum provides students with an appreciation for the complexity and dilemmas associated with the criminal justice profession. Criminal Justice students will be exposed to the moral and ethical dimensions of the various careers within the discipline and will be charged with the essential aptitudes necessary for their professional conduct.

Vision, Change, Adaptation: This curriculum provides students with an understanding of the discipline as it currently exists and as it is envisioned to be in the future and to critically analyze various theoretical approaches and connections.

NEEDS AND RESOURCES

To successfully complete this course, you must

- Students must come to class and actively participate
- Pass the NOCTI Exam.
- Write a research paper on some historical and or developmental aspect of the criminal justice system.
- Maintain a NEAT journal of everyday activities/assignments
- Participate in numerous criminal justice-related scenarios and hands-on activities.
- Keep an orderly notebook of class/field notes.
- Take and pass quarterly exams.

Course Materials / Requirements

To successfully complete this course, you will need the following Materials

- Pen/pencils
- Thumb drive
- Two (2) three inch, (3) inch, three binder (portfolio)

- One note book
- One composition notebook
- Student Fees
- \$25.00 for parking pass
- \$37.00 for NOCTI pretest and post test
- \$16.00 for First Aid
- \$16.00 CPR Training
- 5. \$16.00 Club/Skill USA

Requirements:

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.

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 extreme circumstances that the instructor feels is a legitimate reason for missing the quiz or exam.

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.

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.

Notebooks of daily assignments will be checked weekly.

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

Research Paper Outline and Presentation – Due Nov.14, 2011

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 but not limited to:

- 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. Since these papers are five-seven pages and outline will be issued too help you stay focused. 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 the **first week of October**. 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.

COURSE SCHEDULE

- Research Paper Outline/Topic 1st week in October
- First Quarter Exam November 3, 2010
- Research Paper November 14, 2011
- Second Quarter Exam January 24, 2011
- Third Quarter Exam March 28, 2011
- Final Exam June 2, 2011

Grading Scale:

90-100=A

80-90= B

70-79= C

60-69= D

60 below= F

Grading Performance Policies:

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

A Independent Learner

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.

B Semi-independent Learner

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.

C Dependent Learner

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.

D Supervised Learner

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.

F Failure

Did not complete projects; if projects were completed, they were of 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.

Student Evaluation Method of Evaluation Percent

30% - 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.

50%- 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.

20%- Competencies Scenario exercises and “Hands-on-activity” such as processing crime scenes, interviewing/interrogation techniques, fingerprinting, and the practical exercises associated with raids, searches, and arrests will be used to determine this objective.

POLICIES AND PROCEDURES

General Rules: Classroom rules and Procedures

AT NO TIME WILL ELECTRIC DEVICES/HEADPHONES BE WORN IN THE CLASS ROOM.

- Late assignments receive a 10% deduction for each day they are late.
- All students will dress professionally at all times
- Students are not allowed to wear saggy pants
- Students are not allowed to wear low-cut tops
- 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.
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- **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.**
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- **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.
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- **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.
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- **Classroom Examination Policy:**
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- 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).