CRIMINAL JUSTICE

Course Syllabus

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**COURSE OBJECTIVES**

1. Understand the history of Policing and how it has evolved in the United States.
2. Explain the structure of the field of law enforcement, including its tasks, roles, and styles and its impact on the community.
3. Discuss the process of selection, training & education of officers, as well as the community culture including socialization, advancement & leadership in the force.
4. Discuss Crime Scene Investigation.
5. Explain the importance of proactive strategies and discuss the differences.
6. Describe the culture of law enforcement, including ethics, accountability, and managing stress.

**REQUIRED COURSE MATERIAL**

# Stevens, An Introduction to American Policing 9780763748937

# Navigate Scenario: LearnScape for Criminal Justice 9781284065596

* Bundle ISBN:

**COURSE OUTLINE**

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| --- | --- | --- | --- | --- |
| **Week** | **Chapters** | **Topic** | **Learning Objective** | **LearnScape Module** |
| 1 | 1,2 | Police: The Essentials   / Historical Accounts of American Police | 1 | Identification |
| 2 | 3 | Broken Windows, Fear, and Community Policing | 2 | Miranda |
| 3 | 4 | Modern Policing, Quality of Life Initiatives, and Privatization | 2 | Search & Exclusionary Rules |
| 4 | 5 | Local Police and Federal Enforcement Agencies | 2 |  |
| 5 | 6,7 | Police Organizations / Police Management and Leadership | 3 |  |
| 6 | 8 | Hiring and Training of Police Officers | 3 |  |
| 7 | 9,10 | Patrol: On the Job / The Role of Police Officers | 2 |  |
| 8 | 11 | Crime Scene Investigations (CSI) | 4 |  |
| 9 | 12 | Proactive Strategies: Undercover, STING, Gangs, and Drugs | 5 |  |
| 10 | 13 | Police Subculture, Discretion, and Wrongful Acts | 6 |  |
| 11 | 14 | Police Accountability and Civil Liabilities | 6 |  |
| 12 | 15 | Police Officer Stress | 6 |  |

**Sample: How to Use LearnScapes**

**WEEK 1 – TOPIC – POLICE: THE ESSENTIALS/ HISTORICAL ACCOUNTS OF AMERICAN POLICE**

**Homework**

* LearnScape Episode:”Identification”
  + - During this episode, students will complete several assessment activities that are embedded naturally within the experience (See below). Upon completion, students will save their responses as a PDF and email this document to the instructor.

**WEEK 2– TOPIC – BROKEN WINDOWS, FEAR, AND COMMUNITY POLICING**

**Class Agenda (Options)**

1. **Discussion**

LearnScapes are valuable tools for exposing students to authentic workplace environments and scenarios designed to provide meaningful “teachable moments”. Engage your students in a discussion about how they handled certain situations and what the experience was like. A few questions you might ask include:

* + - Did you feel prepared to play the role?
    - If not, what additional knowledge and skills were you lacking?
    - How can you fill that knowledge and skill gap?
    - Did you enjoy playing this role? If yes, why? If no, why not?
    - Did you learn anything new about the job and workplace? If so, what? How does that affect your attitude about the job and workplace?

1. **Reading Review**

LearnScapes are designed to spark student’s intrinsic motivation and inspire them to investigate course concepts and materials in more depth. With that in mind, use the LearnScape episode to call students’ attention back to reading assignments and other course materials. A few questions you might ask include:

* + - Now that you’ve completed this episode, have you reviewed the course content to make connections between the course and the role you played?
      * If yes, what connections did you make?
      * If not, how might reviewing the course content be helpful if you were to play the episode again?

1. **Guided Critical Thinking and Research Exercise**

These student-centered, interactive exercises place students in control of their learning and encourage them to be proactive, life-long learners who can problem solve and identify information they need in order to be successful. Challenge students to consider additional resources outside of your course that might help them in future situations. A few questions you might ask include:

* What are some additional resources that you could use if you were to encounter situations like these in the future?
* What are some of the key words and phrases that you might use in an online search?

**ASSESSMENT EXAMPLE**

**LearnScape Module: “Identification”**

Students will complete the following “Natural Assessment” activities, which are embedded within the experience.

* Review Officer’s Lineup
* Create a Photo Lineup
* Lineup Administration
* Interviewing Witness

Students will also write a 100 word response to the following question: “What are three issues with the officers’ photo lineup?”

**GRADING**

The LearnScape assessments should be a required activity counted as part of the final grade. The percentage of the final grade typically ranges from 20 to 40% depending on course design.

**ADDITIONAL SUPPORT**

If you need help launching your lab or technical support along the way, please contact Toolwire at <http://campus.toolwire.com/jb/web_case.asp>. You may also call Toolwire toll free 24 hours a day, 365 days per year at 1-866-935-8665 (ext 200) from within the United States or Canada.

If you need help creating or managing your account along the way, please contact Jones & Bartlett Learning at [www.jblearning.com/techsupport](http://www.jblearning.com/techsupport). You may also call us toll free Monday through Friday from 8:30 A.M. – 5:00 P.M.EST at 1-800-832-0034 (Option 5) from within the United States or Canada.