



**PERU STATE COLLEGE
CJUS 230 POLICING
SYLLABUS – FALL 2010**

Instructor:	Dr. Greg Galardi (O) 402-872-2427 (Email) ggalardi@peru.edu (Anytime)
Office:	T.J. Majors Building, Suite 247
Office Hours:	Any day by appointment.
Course Meets:	M-W, 9:30 – 10:45 a.m., T.J. Majors, Room 301
Required Texts:	An Introduction to Policing (5 th ed.). John S. Dempsey and Linda S. Forst, (2010) Delmar-Cengage Learning, 1-4354-8053-8
Prerequisites:	CJUS 110

Course description:

This course covers the major roles of the police in American society. The course will investigate the origins of policing and law enforcement, police organization, the functions of the police in society, and the police relationship with the various components of the criminal justice system. Issues confronting police administration and the role of law enforcement in homeland defense will be addressed in the course.

Course objectives:

1. To understand the history of the police in America.
2. To understand the role of policing within the criminal justice system.
3. To be able to define the fundamental concepts of community oriented policing, and other innovations in modern policing.
4. To be able to define the legal limitations and liabilities involved in policing.
5. To understand recruitment, selection, and retention criteria for policing positions.
6. To understand the citizen complaint process and Internal Affairs function of police agencies.
7. To understand the elements of critical thinking and apply them verbally and in writing to theoretical and practical questions regarding policing.

I will discuss how these objectives fit into the School of Professional Studies and Peru State College mission and goal statements on the first day of class.

Explanation of instruction and course schedule:

Reading of the course text, power point presentations, handouts in electronic format, and other educational materials as deemed necessary will be utilized in this course. Active learning and student engagement are critical components of this college learning experience. The instructor reserves the right to make changes in the schedule to facilitate student learning. Any changes in the schedule will be communicated to students in advance.

Grading: Your final grade is based upon the accumulated scores of the exams, quizzes, writing assignments, and the practical exercises and role-playing. Students must successfully

complete all elements of this course to pass the course.

	Grade		Total Possible Points	Percent
			610 points	100%
To receive an	A	Learners must earn	549 points	90-100
To receive a	B+	Learners must earn	518.5 points	85-89
To receive a	B	Learners must earn	488 points	80-84
To receive a	C+	Learners must earn	457.5 points	75-79
To receive a	C	Learners must earn	427 points	70-74
To receive a	D+	Learners must earn	396.5 points	65-69
To receive a	D	Learners must earn	366 points	60-64
To receive an	F	Learners must earn	359.9 points	<60

Practical Exercises and Role Playing 110 points

This course entails a great deal of interaction among students and requires work in group settings and individually in responding to scenario based exercises. Missing these activities will result in the inability to receive points for those exercises. These exercises can not be made up. It is critical you attend class each day if you wish to receive a portion or all of these points.

Writing Assignment: 100 points

Students will write a paper for this course. The research paper is over a topic related to policing that draws upon current theoretical and practical perspectives regarding policing. The paper shall be discussed in the first class. The research paper is due in week 14.

Exams: 400 points

There shall be four exams worth 100 points. The final exam is cumulative. The exams cover the information in the course textbook and all information presented in class. You are expected to be present for exams during the arranged time.

Academic Honesty:

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for

accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).

COURSE CHANGES AND SCHEDULE: The instructor reserves the right to make changes in the course, and any changes will be communicated to students in advance.

Week	Topic
1	Introduction/Testing
2	Chapter 3
3	Chapter 4 (Research Topic Due)
4	Chapter 5

5	Chapter 6 Exam 1 (chapters 3-6)
6	Chapter 1
7	Chapter 2 Research Outline Due
8	Chapter 7
9	Chapter 8 Exam 2 (chapters 1,2,7& 8)
10	Chapter 9 Rough Draft Due
11	Chapter 10
12	Chapter 11
13	Chapter 12 Exam 3 (chapters 9 -12)
14	Chapter 13 (Research Paper Due)
15	Chapter 14
16	Chapter 15
17	Final Exam Week (Final- All coursework)

Research Paper Information

All students are required to complete a research paper related to a topic regarding policing. I would recommend you browse through your course text, choose a topic that interests you, research it, and reflect upon that topic using critical thinking while addressing past and present aspects of that topic.

Here is the format of the reflection paper I wish you to follow. You do not need to use the underlined headings in your paper. This is intended as a guide for you.

1. Introduction- what is your topic and why does this interest you? Start with an intriguing statement. DO NOT SPEAK IN FIRST PERSON(Do not use I or we in this paper). Speak in active tense. "The purpose of this paper is to explore internal affairs in policing."

2. What do the authors of your book have to say regarding your topic? (If paraphrasing or quoting, use in text citations to show where you retrieved your information). Dempsey and Forst(2010, p. 86) advised that such punishment....

3. What information on your topic did you retrieve from sources (at least 5) other than your book. Information may also be retrieved from a criminal justice practitioner or instructor (Via an interview) in addition to academic sources. Explain what those sources advise. Cite in body of text for interview names and dates, and at the end of the paper in a reference section for other sources. Use peer reviewed journal articles from EBSCO or legitimate websites or books for such information. Do not use Wikipedia or websites that have no educational, governmental or societal value. Do not use sources that appear suspect. If you have a question regarding a source, email it to me and I will advise you if it is a

credible source. Make sure you include in the paper what you learned from completing the research.

4. What are your thoughts on the topic after researching it? Use critical thinking- answer the "Why" question. Did this lead you to new knowledge? Do you disbelieve some of the information? Are the authors of the sources balanced in their thought process? What concepts were presented? Does the source seem viable? Is there more depth or problems with the topic than you understood previously?

5. Summary- Summarize what discoveries you made or how your thought process may have or have not changed. What did you learn from this process?

6. Reference Section- Create an APA reference section at the end of your paper that documents where you found your information. Additionally, within the body of the paper, you need to cite those sources. Use the hanging indent for all sources.

The paper should be 5 written pages and additionally have a title page and a References page, for a total of 7 pages. Double spacing, one inch margins, 12 point Times Roman or Arial font, and proper spelling, grammar, punctuation and APA format on all references and in text citations should be used. The paper is worth 100 points. Points will be deducted (20 points per page) for excessively long or excessively short papers.

You will be required to submit your topic, outline, rough draft and final paper using separate assignment links. Points are awarded for these submissions. Late submissions shall be reviewed, but receive no points. No two students may research the same topic. This is a first come, first serve selection of topics according to when you submit your topics via the respective assignment link. I will notify you if someone has already taken your topic and you will be required to submit a different one.

Please insure the format, spelling, grammar and punctuation are correct before submitting. Please see the guidelines under APA format for any questions you might have regarding formatting the paper for references. Email me at any time with questions. I am here to assist you in developing your writing skills. Please contact me if you have any questions regarding how to reference in text or use APA format in the reference section. You will need this for future classes and this is an opportune time to learn and understand this format.

Here is how I will score your papers.

Part 1 Research/Reflection Paper Scoring Rubric	Points awarded
Topic is submitted by due date via assignment link. <u>Late submissions</u>	2.5 points

receive no points.	
Outline is submitted by due date via assignment link. Late submissions receive no points.	2.5 points
Rough Draft is submitted by due date via assignment link Late submissions receive no points.	5 points
Final Reflection paper is submitted by due date via assignment link Late submissions receive a minimum of 25% and possibly no points (will not be accepted).	Late papers may not be accepted, and at a minimum, will receive a 25% deduction to total score.
Actual Paper	90 points
Deductions for Papers excessively long or short.	20 points per page.
Total Points Possible	100 points

CJUS 230 Paper Rubric	Possible Points and Explanation of Criteria				Points Awarded
	6 categories, 15 points per category.				
Maximum Points possible awarded per category	60-69%	70-79%	80-89%	90-100%	
Below 60%	9-10.49	10.5-11.99	12-13.49	13.5-15	
8.99 or less points awarded					
Organization of Paper	Sequence of information is difficult to follow and no clear topic or organization is present.	Reader has difficulty following work because student jumps around without a clear and cogent process appearing.	Student presents information in logical sequence which reader can follow.	Information is presented in a logical and interesting sequence which reader can follow and from which knowledge is gained.	
Comments					
Content Knowledge	Student does not have grasp of information; student does not focus on topical questions about subject.	Student appears uncomfortable with content and is not able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate on specific issue(s).	Student demonstrates full knowledge (more than required)	
Comments					

Critical Reflection	Student provides no critical reflection on topic. Work is basically a regurgitation of other's work.	Student minimally addresses critical reflection on topic, and fails to support their perspective.	Student provides some critical reflection on topic and supports their own perspective.	A student critically reflects on topic and provides a logical and supporting thought process on topic.
Comments				
Punctuation, Grammar and Spelling	Work has six or more combined errors in punctuation, spelling and grammar combined.	Work has four or five combined errors in punctuation, spelling and grammar combined.	Work has two or three combined errors in punctuation, spelling and grammar combined.	Work has one or less combined errors in punctuation, spelling and grammar combined.
Comments				
APA Formatting	Work has no more than 4 combined mistakes of APA format use in text section of paper and in reference section citations.	Work has no more than 3 combined mistakes of APA format use in text section of paper and in reference section citations.	Work has no more than 2 combined mistakes of APA format use in text section of paper and in reference section citations.	Work has no more than 1 mistake of APA format use in text section of paper and in reference section citations combined.
Comments				
APA References & Sources	Work displays 1-2 peer-reviewed references or legitimate sources.	Work displays at least 3 peer-reviewed references or legitimate sources appropriate for paper.	Work displays at least 4 peer-reviewed references or legitimate sources appropriate for paper.	Work displays at least 5 peer-reviewed references or legitimate sources appropriate for paper.
Comments				
There are 90 total possible points for this paper. Score->				Your