



## **Course Syllabus**

### **CRIJ 2328 – Police Systems and Practices**

**Catalog Description:** This course examines the establishment, role and function of police in a democratic society. It will focus on types of police agencies and their organizational structure, police-community interaction, police ethics, and use of authority.

**Lecture hours = 3, Lab hours = 0**

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Contact Hours per Semester:** 48

**State Approval Code:** 43.0104.57 24

**Class section meeting time:** Online - Online students are expected to spend at least 3 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

#### **A.I. Policy:**

The use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use it. **Students must cite AI-generated material that informs their work. Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and may result in the student failing the assignment. Any written assignment generated by the student may not contain more than 50% A.I. generated materials.** The overall purpose of the written assignment is to test the students understanding of the materials/subject covered and their respective ability to communicate that understanding.

#### **Core Components and Related College Student Learning Outcomes**

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.  Yes  No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
  - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
  - CT2: Gather and assess information relevant to a question
  - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
  - CS1: Develop, interpret, and express ideas through written communication
  - CS2: Develop, interpret, and express ideas through oral communication
  - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
  - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  - TW1: Integrate different viewpoints as a member of a team
  - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
  - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
  - SR1: Demonstrate intercultural competence
  - SR2: Identify civic responsibility
  - SR3: Engage in regional, national, and global communities

### **Instructional Goals and Purposes:**

The purpose of this course is to:

1. The student will have knowledge of the organizational structure of police departments.
2. The student will learn the police role in the criminal justice system.
3. The student will learn police ethics and the necessity of good police community relation.

### **Learning Outcomes: [from the ACGM catalog]**

After studying all materials and resources presented in the course, the student will be able to:

1. Describe the types of police agencies and explain the role of police in America within the context of a democratic society.
2. Describe means and methods utilized to ensure police accountability.
3. Explain the historical development of policing.

4. Describe the selection process for police officers.
5. Compare and contrast organizational structures, policies, strategies and tactics employed to ensure police effectiveness, efficiency and equity.

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. The Historical Development of the American Law Enforcement
2. The Recruiting, Selection, and Training For Police Applicants
3. Police Patrol Tactics and Strategies
4. Community Oriented Policing Philosophy and Techniques
5. History and Development of Forensic Science and Criminalistics
6. Stress and Issues Related to Law Enforcement
7. Principles of Rule of Law and the Focus on Constitutional Limitations
8. Character, Ethics, and Qualities That Are the Foundation of Law Enforcement
9. Civil Liability for Law Enforcement Officers
10. Federal and State Law Enforcement Organizational Structures
11. Police Administrative Functions and Structure
12. Terrorism, Organized Gangs, and Illicit Drug Use; Enforcement Issues and Strategies
13. Immigration, hate Crimes, Mentally Ill, Youth Crimes, Homelessness and other Related Issues

**Methods of Instruction/Course Format/Delivery:**

This course is offered in online, face-to-face, and/or Hybrid formats. For the traditional classroom course, teaching approaches are expected to vary with individual instructors who should employ those techniques that work best for them and their students. Although lecture and reading assignments are the primary forms of delivery, other instructional methods may involve classroom discussion, student presentations and lectures, audio-visual instruction, invited speakers, critical thinking activities, in class writing exercises designed to stimulate critical thinking, and group activities. Distance learning is also available for students who cannot attend lectures and who are capable of the amount of self-direction and discipline required to complete such a course. Reading the materials, communication via email, and on-line discussion are some of the methods used for distance learning.

**Academic Freedom:**

The Sociology/Criminal Justice Departments recognizes the right of the instructor and the students to address controversial subjects. Academic freedom is in essence the freedom of speech in the classroom through which ideas may be challenged and truth may be pursued. Consequently, the department firmly upholds the right of instructors and students to express in writing, speech, or symbolism their understanding, opinions, and knowledge on controversial subjects. The US Supreme Court has consistently upheld that the freedom of speech "concerning public affairs is more than self-expression; it is the essence of self-government." (Garrison v. Louisiana): that "speech on public issues occupies the highest rung of the hierarchy of First Amendment values and is entitled to special protection" (Connick v. Myers): and "that Government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable" (Texas v. Johnson). Therefore, academic freedom in this public, government funded course protects the instructor and students who express opinions on public issues which some may deem offensive.

Academic freedom does not protect the libel or slander of private persons. Libel and slander consist of written and verbal defamation of a person's character through the intentional disbursement of patently

false information. (*New York Times v. Sullivan* and *Gertz v. Robert Welch*). Furthermore, academic freedom does not protect obscenity as it is possible to freely discuss controversial issues without being

obscene. Obscenity follows three basic guidelines: (a) whether "the average person, applying contemporary community standards" would find that the work, taken as a whole, appeals to the prurient interest, (b) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law, and (c) whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value. (*Miller v. California*). In an appeal to the "community standards" of the classroom, students are required to wear modest clothing and maintain a standard of behavior consistent with the college code of conduct so as not to disrupt the learning environment. The instructor and the college reserve the right to remove students from the class, fail students, and hold disciplinary actions in accord with college policy for issues of libel, slander, and obscenity.

Finally, academic freedom and free speech are not excusatory protections for the violation of the student code of conduct, for the poor performance on graded materials, or for the failure to submit graded materials.

### **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

1. Exams
2. Tests
3. Quizzes
4. Internet Assignments
5. Journal Assignments
6. Library Assignments
7. Written Assignments
8. Attendance
9. Class Participation/Discussion
10. Class Preparedness

#### **Assessment(s):**

1. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 1.
2. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 2.
3. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 3.
4. Students must demonstrate their mastery of the course objectives by scoring a 70% or better on a written assignment.
5. Students must demonstrate their mastery of the course objectives by scoring a 70% or better on a comprehensive Final Exam.
6. Student semester grades are calculated in accordance with the Course Grade weights as listed below. The student is considered to have mastered the course objectives if the student has a final semester grade of 70% or higher.

7. Eligible students are asked to complete a Ride Along with an acceptable law enforcement agency to compose the written assignment at the end of the semester.

**Course Grade:**

The grading scale for this course is as follows:

- Test 1 – 20% (proctored)
- Test 2 – 20% (proctored)
- Test 3 – 20% (proctored)
- Chapter Quizzes – at the end of the semester, the chapter quiz average will substitute for Test 1, 2, or 3 grade provided the quiz average is higher than the lowest test 1, 2, or 3 grade. The quiz average constitutes all assigned quizzes, not just completed quizzes.
- Discussion Participation – Discussion Topics are a requirement of this course. Students may receive up to 5 points for Discussion, based on the subjective scoring of the Professor. The Discussion points will then be added back to the Quiz grade from the related chapter.
- Written Assignment – 15% (submitted via Canvas or current LMS)
- Final Exam – 25% (proctored)

For shortened semesters, i.e. Winter Term, Summer 1, and/or Summer 2 when time and testing facility hours are modified, the grading scale is modified as follows:

Mid Term – 30% (proctored)

Final Exam – 30% (proctored)

Quiz Average – 25%

Written Assignment – 15% (for shortened semesters, there is no Prison Field Trip – all students receive the Alternate Assignment).

**Subjective grading** – in circumstances where student grades are borderline and the issue of rounding the grade up comes into question, the professor may consider your classroom attendance record, your class participation level, and/or your perceived preparedness level for class in determining to round up or not.

**Test Proctoring:**

Face to Face Courses – Instructors have the following options:

1. Test their students during class using the testing labs or paper and pencil
2. Use the Testing Center for exams (students must be given at least two days)
3. Allow students to test online

Online Courses – Instructors will use proctoring service for at least two assignments/exams

Students must adhere to the following rules:

Dress appropriately – Students must follow the dress code outline in The Pathfinder. Instructors have the right not to review exams if a student is inappropriately dressed and can require the student to retake the exam in the testing center.

Take the exam at a desk or table location in a quiet area of the house – If a student does not have a location like this in the house, the student must contact the instructor prior to the exam.

Complete a correct room scan; an incomplete room scan can result in the instructor not reviewing the test and the student being required to retake the exam in a testing center. A proper scan requires a complete 360 degree view of the room and a view of the desk and surrounding area.

Instructors can require additional requirements at their discretion – which must be in the respective syllabus.

**Texts, Materials, and Supplies:**

- An Introduction to Policing, 9<sup>th</sup> Edition, Dempsey/Frost/Carter, Cengage.

**Required Readings:**

- An Introduction to Policing, 9<sup>th</sup> Edition, Dempsey/Frost/Carter, Cengage.
- Links and/or Materials provided within the Canvas course

**Recommended Readings:**

- Local and National newspaper and/or magazine/journal articles relevant to the subject matter issues discussed

**Other:**

• Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.

• For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>

• For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>

• If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.

• Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in The Pathfinder or may request the form from the course instructor.

• Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

• Student Handbook, The Pathfinder: <https://www.panola.edu/> (located at the bottom under students)