

**CJ 211 – Introduction to Law Enforcement**  
**Section 101 TR 11:00am to 12:15pm**  
**Section 102 TR 12:30pm to 1:45pm**  
**Fall 2017, SH 416**

**Professor Information**

Dr. Wendy Perkins

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**Office Hours**

Tuesday 9am to 11am, 2pm to 3pm

Wednesday 8:30am to 10:30am

Thursday 2pm to 3pm

*Other days and times available by appointment only*

**Course Description**

Designed to examine the philosophical and historical background of law enforcement in the United States. Addresses constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.

**Additional Information**

This course will introduce you to the field of law enforcement from theoretical and practical perspectives. While this is an introductory course, the work will be rigorous and you will be expected to “connect the dots” across units. In other words, you will be expected to use information from previous units to answer the exam question for the current unit. This is not to trick you; this is to reinforce important information and demonstrate to you how information from previous units applies to information in current units.

**Required Text**

Brandl, S. G. (2018). *Police in America*. Thousand Oaks, CA: Sage Publishing.

**Suggested Text (investing in this now will save you headaches later)**

American Psychological Association [APA] (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

**University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to [www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/). Academic Dishonesty/Excused

Absence Policy for Undergraduates/Computing Services Acceptable Use/Inclement Weather/Dead Week/Students with Disabilities/Academic Forgiveness/Academic Probation and Suspension/Academic Rights and Responsibilities of Students/Affirmative Action/Sexual Harassment

### **Students with Special Needs**

If you are in need of special accommodations for class, please contact the Office of Disability Services at <http://www.marshall.edu/disability/> Documentation of your needs is required for you to receive the appropriate assistance in this course.

### **Attendance and Make-up Policy**

- **Attendance is not part of your grade for this course.** However, I do track attendance for the purpose of reporting to the registrar.
- **Anyone** with an excused absence as defined by university policy will be permitted to make-up course work. The university absence policy can be found at the following link:  
<http://www.marshall.edu/student-affairs/files/Revised-Undergraduate-Class-Attendance-Policy-for-fall-2015.pdf>
- **If you miss class for any reason**, this is what you must do:
  - a. **E-mail** me. Let me know that you are going to/already have missed class. You must do this **within 24 hours** of missing the class. If you have pre-planned travel for a university event, you may provide me with a schedule in lieu of an e-mail.
  - b. **Talk to your peer group** about what you missed in class. Obtain class notes from your group.
  - c. **Submit any work that was due on the day you were absent within 48 hours the class you missed.** If you are absent on a day when we have graded in-class work, the make-up assignment will be on Blackboard. Exceptions to the 48-hour rule will be made for extenuating circumstances (e.g. extended illness). If you are absent on the day of an exam, you must make arrangements with my graduate assistant to complete the exam.
- **You are responsible for your own conduct inside and outside of the classroom.** This includes making a decision about whether or not to come to class. Before you decide to miss/skip class on a regular basis without a good reason, think about the following:

Missed class = missed opportunities (e.g. in-class discussions, guest speakers).

Missed opportunities = missed information for assignments, including exams

Missed information for assignments and exams = lower scores on assignments/exams

Lower scores on assignments/exams = lower course score

Lower course score = potential loss of financial aid, a bad grade on your transcript, spending money to retake the class, having to explain yourself to your parents

**FURTHER**, if you chronically miss class during this (or any other) course(s) in which you are my student, it will severely diminish the likelihood of me writing a letter of recommendation for you in the future.

### **Academic Dishonesty**

- 1) The university policy for academic dishonesty can be found at the link below <http://www.marshall.edu/board/files/policies/MUBOG%20AA-12%20Academic%20Dishonesty.pdf>
- 2) If I suspect you have committed an act of academic dishonesty, I will request a meeting with you to discuss the assignment. If, after this meeting, I still suspect you committed an act of academic dishonesty, the following may occur:
  - a. If you commit academic dishonesty on an examination, you will fail the class.
  - b. If you commit academic dishonesty on any other type of assignment, you will receive a grade of "0" for that assignment.
  - c. A report will be filed with the Office of Academic Affairs.
- 3) Per university policy, you may appeal any charges of academic dishonesty.

### **Encouraged Classroom Behaviors**

Criminal justice is a discipline with many controversial topics. You are going to have personal opinions about many of the topics we discuss. So will everyone else.

Therefore, the **following behaviors are ENCOURAGED in my classroom.**

- 1) Be respectful of me, of your peers, of guests, and of yourself!
- 2) Talk, talk, talk! To understand any criminal justice issue, you must discuss it!
- 3) Challenge each other! Challenge me! I will challenge you! That is how we will all learn something.
- 4) Be open minded. Never be afraid to change your opinions after you learn new information or consider someone else's point of view.
- 5) Think critically. Connect the dots. Consider the research. Think about what it means to practice in the field of criminal justice. A personal opinion is not the same thing as an educated opinion or a professional opinion. And none of those are the same as the knowledge someone possesses based upon the research they, and others, have conducted.
- 6) Be brave. Being brave means speaking up even when you are afraid that someone will disagree with your personal or educated viewpoint. Being brave means being uncomfortable but still engaging in a challenging discussion. Sometimes being brave means admitting when you are wrong.

### **Prohibited Classroom Behaviors**

Any behavior that is disrespectful, threatening, and/or disruptive to me or other students is prohibited. I reserve the right to remove you from the classroom should you engage in any of these behaviors. I also reserve the right to contact campus police should it be necessary.

### **Personal Technology in the Classroom**

- 1) I do not mind if you use an electronic device to take notes, look at an electronic copy of the book, look at assignments, etc. However, if you are spending too much time typing or staring at the screen and not enough time making eye contact with me and engaging in classroom discussions, I will require you to put your device away.
- 2) If I suspect that any student is using technology to engage in academic dishonesty I will prohibit the entire class from using technology in the classroom.
- 3) Be respectful of me and your peers regarding social media. It is not amusing to post a picture or a video of someone without their knowledge. Doing so says far more about your character than it does about the character of the person who is your target.
- 4) I use Twitter (often) and Facebook (sometimes) to brag about all you in a general manner. I do not discuss individual class performance. If you prefer to not be included in pictures and/or posts, please let me know.

### **Communication Is Important!**

A lot of problems could be avoided if people simply communicated with each other. Make it a habit of checking your MU e-mail daily for news about the course and the occasional extra credit opportunity. I will make every effort to respond to your e-mails within 24 hours of receiving them, excluding weekends (Friday at 4pm to Monday at 9am). If you have not heard from me within 24 hours of sending me a message during the work week, feel free to give me a nudge. I am human (surprise!) and sometimes I do forget things.

### **Course Learning Outcomes Matrix**

| <b>Course Learning Outcomes</b>                                                                                 | <b>How Each Outcome is Practiced</b>                            | <b>How Each Outcome is Measured</b>                 |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|
| Students will define key terminology in the field of policing.                                                  | In-class discussions, reading assignments                       | Unit quizzes                                        |
| Students will explain the relationship between police history and the current state of police-public relations. | In-class discussions, in-class assignments, reading assignments | Participation assignments, unit quizzes, final exam |

|                                                                                                |                                                                                                                  |                                                   |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Students will analyze the role of the police in American society.                              | In-class discussions, in-class assignments, reading assignments                                                  | Participation assignments, final exam             |
| Students will apply general theories and principles of policing to current events in policing. | In-class discussions, in-class assignments, reading assignments                                                  | Participation assignments, unit exams, final exam |
| Students will develop professional written communication skills using APA format               | Draft of position paper; APA review                                                                              | APA reference page<br>Position paper              |
| Students will enhance their writing skills and strategies                                      | Personal opinion on topic for position paper<br>Draft of position paper<br>Peer review of draft<br>Free response | Position paper<br>Participation assignments       |

### **Course Assessments**

This section outlines the course assessments that will be used to determine your performance in this class. More specific information for each assessment will be provided at the appropriate times.

- 1) **You must turn in all assignments on time and earn at least 92% of the total course points to be considered for the grade of A in this course.** If you fail to turn in any assignments or take any exams or quizzes on time, the highest grade you are eligible to earn is a B, regardless of points earned on your completed work. Maximum effort, people! Maximum effort! 😊
- 2) Hard work is rewarded. If you pay attention to my feedback on your assignments and use this feedback in other assignments to improve your skills, your scores will reflect your effort.
- 3) This policy is not intended to discourage you – just the opposite – this policy is intended to encourage **EXCELLENCE IN LEARNING!** You are intelligent people and I have high expectations of you. I also have high expectations **FOR** you! You are on your way to becoming professionals in your chosen field – it is my job to make sure you are off to a great start by teaching you responsibility and professionalism!

#### Participation Assignments (3 x 50 points each, 150 points total)

These assignments are completed outside of class and are related to a unit topic.

#### Position Paper (200 points)

This paper will be assigned to you during the second week of class. This paper consists of several assignments that will total 100 points.

- Original position statement based upon personal opinion – 10 points
- APA reference page – 10 points

- Rough draft – 10 points
- Review of a peer's paper – 10 points
- Final paper – 160 points

Unit Quizzes (3 x 100 points each, 300 points total)

Unit quizzes will be taken online and must be completed before the start of class on the due date.

Free Response (6 x 20 points each, 120 points total)

You will write free responses to prompts provided by the professor throughout the semester.

Graded Group Work (3 x 10 points each, 30 points total)

There will be three graded group work sessions throughout the semester.

Final Exam (200 points)

**THIS EXAM IS CUMULATIVE.** This exam will be available for you to complete until the end of the exam time on your respective exam date. You have two hours to take the exam.

**Grading Scale**

A = 92% to 100% (920-1000 points)  
B = 91% to 80% (919-800 points)  
C = 79% to 70% (799-700 points)  
D = 69% to 60% (699-600 points)  
F = 59% and lower (599 or fewer points)

## Tentative Schedule

This reading schedule serves as a guide to assist you in organizing your work inside and outside of class. You are responsible for reading and understanding all assigned materials. My lectures will not cover each and every point in the readings; often my lectures include information that you will not find in the readings. Any material assigned is testable material, regardless of whether or not it is covered during class time. Please note that I reserve the right to amend this schedule based upon class needs.

| <b>Unit 1 – The Basics</b>         |                                                      |                                                            |                                                                                                       |
|------------------------------------|------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                                    | <i>Topic/Read This</i>                               | <i>Additional Topics/Class Activities</i>                  | <i>Items Due (unless otherwise noted, all items are due prior to the start of class on Thursdays)</i> |
| Week 1<br>Aug 22, Aug 24           | Introduction<br>Review syllabus<br>Chapter 1         |                                                            |                                                                                                       |
| Week 2<br>Aug 29, Sep 31           | Role of The Police<br>Chapter 3                      | Introduction to library website<br>Free response (Tuesday) |                                                                                                       |
| Week 3<br>Sep 5, Sep 7             | History of Policing<br>Chapter 2                     | Introduction to APA format (out of class)                  | Participation assignment                                                                              |
| Week 4<br>Sep 12, Sep 14           | Recruitment, Selection, Training<br>Chapter 5        | Graded group work (Thursday)                               | Reference page for position paper                                                                     |
| Week 5<br>Sep 19, Sep 21           | Recruitment, Selection, Training<br>Chapter 5        | Free response (Tuesday)                                    | Unit 1 Quiz                                                                                           |
| <b>Unit 2 – On the Job, Part 1</b> |                                                      |                                                            |                                                                                                       |
| Week 6<br>Sep 26, Sep 28           | Chapter 9<br>Search, Seizure, Self-Incrimination     | How to conduct a peer review (outside of class)            | Draft of position paper<br>Provide draft of paper to peer partner                                     |
| Week 7<br>Oct 3, Oct 5             | Discretion and Use of Force<br>Chapter 8, Chapter 11 | Free response (Tuesday)                                    | Return papers to peer partner<br>Participation assignment                                             |
| Week 8<br>Oct 10, Oct 12           | Discretion and Use of Force<br>Chapter 8, Chapter 11 | Graded group work (Tuesday)                                | Position paper                                                                                        |
| Week 9<br>Oct 17, Oct 19           | Chapter 12<br>Misconduct                             |                                                            | Unit 2 Quiz                                                                                           |

| <b>Unit 3 – On the Job, Part 2</b>                         |                                          |                                                          |                          |
|------------------------------------------------------------|------------------------------------------|----------------------------------------------------------|--------------------------|
| Week 10<br>Oct 24, Nov 26                                  | Patrol<br>Chapter 6                      | Free response (Tuesday)                                  |                          |
| Week 11<br>Oct 31, Nov 2                                   | Detection and Investigation<br>Chapter 7 |                                                          |                          |
| Week 12<br>Nov 7, Nov 9                                    | COP and POP<br>Chapter 13                | Graded group work (Tuesday)                              |                          |
| Week 13<br>Nov 14, Nov 16                                  | COP and POP<br>Chapter 13                | Free response (Tuesday)                                  | Participation Assignment |
| Week 14<br>Nov 21, Nov 23                                  | NO CLASS – GOBBLE GOBBLE!                |                                                          |                          |
| Week 15<br>Nov 28, Nov 30                                  | Movie week                               | Free response (Thursday)<br>Graded group work (Thursday) | Unit 3 Quiz              |
| Week 16<br>Dec 5, Dec 7                                    | DEAD WEEK - REVIEW                       |                                                          |                          |
| <b>Exam Week</b>                                           |                                          |                                                          |                          |
| <b>Section 101 – Tuesday December 13, 2016 at 8:00am</b>   |                                          |                                                          |                          |
| <b>Section 102 – Thursday December 15, 2016 at 10:15am</b> |                                          |                                                          |                          |