

Sul Ross State University
Student Syllabus
Fall 2022

Course Name/ Number: CJ 2328: Police Systems & Practices (ONLINE)

Instructor Name: Dr. Lisa Quibodeaux (Ph.D.Walden University; M.S. University of Alabama;
B.S. McNeese State University)

Contact Information: E-mail: lisa.quibodeaux@sulross.edu

Office Hours: Please send an email anytime.

Catalog Description: The police profession; organization of law enforcement systems; the police role; police discretion; ethics; police community interaction; current and future issues.

Course Objectives: (a) Identify the history, organization, function, and roles of the police profession in the United States; (b) Develop an awareness of the complexities involved in policing 7 days a week, 24 hours a day; (c) Describe the role and function of police officers in the United States, to include and awareness of the occupational dangers to the health and safety of police officers; (d) Identify police ethics, deviance, and corruption in the law enforcement field in the United States, to include responses to such occurrences; (e) Review case law and current changes regarding police actions and policies, including the use of deadly force; and (f) Articulate the meaning of police–community relations and their importance to the safety and quality of life in a community.

Required Texts: Dempsey, J. S., Forst, L. S., & Carter, S. B. (2019). *An Introduction to Policing* (9th ed.). Cengage. (ISBN: 978-1-337-55875-4)

Suggested Text: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Criminal Justice Undergraduate Student Learning Objectives (SLOs):

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories, and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System, and demonstrated knowledge in recognizing the political influences on the CJ system.

Marketable Skills: This course is also designed to help the students for building various marketable skills to use in their Criminal Justice related careers and professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

MS 1- Verbal and Written Communication Skills

MS 2- Critical Thinking & Observation

MS 3 - Multicultural Understanding

MS 4- Accessing Resources with Crime Data and the Most Current Updates of Legal Codes and Procedures

MS 5- Teamwork and Working Collaboratively

MS 6 – Analyzing the Factors Contributing to Crime

Grading Criteria: Grades will be determined by the following in this course: Students will be assessed in this course by the following methods: writing assignments, discussion boards, and individual projects. (8 discussion boards @ 25 pts each; 6 writing assignments @ 25 pts each; 5 video assessments @ 25 pts each; 1 social media video review @ 50 pts; 1 article review @ 100 pts)

Grading Scale:	100 - 90 = A	625 – 563 = A
	89 - 80 = B	562 – 500 = B
	79 - 70 = C	499 – 437 = C
	69 - 60 = D	436 – 374 = D
	59 - 0 = F	373 - 0 = F

Make-Up Work and Exams: It is the student’s responsibility to make up any work. Please email me should any work need to be made up. I will allow work to be made up only in emergencies (instructor discretion). No exams will be made up. All missed exams will result in a 0 for a grade

ADA Statement: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832.

Library Information: The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement: I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to email me. I want to be a resource for you.

Course Expectations:

- Remember to include proper APA format (7th edition), proper grammar, sentence structure, and organizational structure in work
- Review the syllabus so that you may be aware of assignments and papers; Email for any clarifications
- Review the feedback provided for all assignments for ways to improve work (I always provide feedback for assignments)
- Read the textbook in order to complete and submit each assessment; although you may also use outside sources, the majority of the information should be obtained from your textbook
- Per Academic Ethics, when you offer a direct quote, or use information from a source and paraphrase the material, it must be cited and referenced per APA format (7th ed)
- Review any announcements for significant information
- Please contact me via email anytime!

Proposed Class Schedule

Week 1 (Aug 22)	Review Syllabus; Order book; Introduce Yourself per DB
Week 2 (Aug 29)	Review Chapter 1
Week 3 (Sept 5)	Review Chapter 2
Week 4 (Sept 12)	Review Chapter 3
Week 5 (Sept 19)	Review Chapter 4
Week 6 (Sept 26)	Review Chapter 5
Week 7 (Oct 3)	Review Chapter 6
Week 8 (Oct 10)	Review Chapter 7
Week 9 (Oct 17)	Review Chapter 8
Week 10 (Oct 24)	Review Chapter 9
Week 11 (Oct 31)	Review Chapter 10
Week 12 (Nov 7)	Review Chapter 11
Week 13 (Nov 14)	Review Chapter 12

Assignment Due Dates

WA1 (ch 1)	Sept 4	VA1 (ch 1-3)	Sept 17	DB1	Aug 28	DB7	Nov 20
WA2 (ch 3)	Sept 18	VA2 (ch 4-6)	Oct 9	DB2	Sept 11	DB8	Dec 2
WA3 (ch 5)	Oct 2	VA3 (ch 7-8)	Oct 23	DB3	Sept 25		
WA4 (ch 7)	Oct 16	VA4 (ch 9-10)	Nov 6	DB4	Oct 9		
WA5 (ch 9)	Oct 30	VA5 (ch 11-12)	Nov 20	DB5	Oct 23		
WA6 (ch 11)	Nov 13			DB6	Nov 6		

Article Review – Oct 29

Social Media Video Review -- Nov 30

Discussion Boards (DB): Most weeks, there will be a discussion question posted per each Unit. Please post your original response to the boards by **Wednesdays** of each week. This response needs to contribute in a significant way to the topics and can include information from the readings as well as personal experience and knowledge from other courses, academic sources, and employment. All responses are due by midnights on **Sundays**.

Original posts should be at least 200 words in length. After the original post is made, students are required to post to at least **one** other person per week for credit. This response must be at least a paragraph and should not consist of an, “I agree.” When any source is used for collaboration, it must be cited and the source listed at the end of the post in APA format.

Reminders: Be polite, respectful and professional on the boards. (We all have opinions and will not agree with others on many issues. That is ok! But, we must be respectful in our agreements and disagreements.) At no time will any inappropriate language be tolerated (to include harassment, prejudice, stalking, offensive language, threats, abuse, insults, or humiliation, demeaning comments, including, but not limited to, comments on religion, race, age, sexual orientation, and unwanted sexual advances or intimidations).

Online Writing Assignments (WA): Online assignments are to be typed, double spaced, with 1 inch margins, containing correct grammar and spelling. These should be **NO LESS THAN 250 WORDS**. On the first line of text, include your name and class number (CJ2328), along with the Chapter Number(s) of the Assignment. Respond to the assignment in your own words. Upload before midnight of the due date of the week the assignment is due. No assignments will be taken after midnights of due dates.

Online Video Assessments (VA): Submit an analysis of one (or two, three, or all) video per the following five sections. These are listed under the Course Content Option in the left hand column of the course room.

VA 1: Chapters 1, 2, 3 (pick one, two, or all of the videos from these chapters)

VA 2: Chapters 4, 5, 6 (pick one, two, or all of the videos from these chapters)

VA 3: Chapters 7, 8 (pick one, two, or all of the videos from these chapters)

VA 4: Chapters 9, 10 (pick one, two, or all of the videos from these chapters)

VA 5: Chapters 11, 12 (pick one, two, or all of the videos from these chapters)

This analysis should be submitted in a typed, double spaced document (1 inch margins; 11-12 font). List the chapter and web address of the selected video or videos, at the top of your page. This analysis

should be at **least 200 words** and include the following in addition to the headings as follows:

Description; Opinion; Importance to CJ Field.

- (1) Provide a description of the issue being discussed in the video
- (2) Provide your reactions, thoughts, opinions of the issue being presented
- (3) Provide a reason why this issue being presented is important to the criminal justice field

Article Review: Locate a scholarly article, of your choice, on one of the following police subjects:

Active Shooters; Use of Force; Community Policing; Less Lethal Weapons; Officer Stress; Special Ops (SWAT; K-9; Vice units; Gang units); or The Impact of Social Media on Law Enforcement

An article review has four sections with headings. Specific information should be included in each of the four sections. They are as listed below:

- **Introduction** – brief paragraph that includes the title of your article and the author’s name (or agency); also, include a brief statement of the main topic being covered in the article
- **Summary** – discuss the main points of the article; are there any problems and solutions regarding the topic offered? Is the article covering research of this certain topic?
- **Analysis** – this is where you offer your opinion – or critique – of the article; what were the pros and cons of the article? what are the strengths and weaknesses; what do you think could have been added to this article?
- **Conclusion** – this is your final thoughts about the issue of the article – do you agree or disagree with the article? what thoughts are you left with after reading this article?

This review should be at least two pages in length (not including title or reference pages), maximum 12-point font, 1-inch margins, proper grammar, and headings as indicated above. Include a title page and a reference page that lists the article in proper 7th edition APA format. (Article cannot be a Wikipedia, encyclopedia, murderpedia source)

Social Media Video Review: Locate a recent (last 3 years) video (Youtube, police web sites) providing information on a community policing program. Watch the video and address the following questions in paragraph format (more than one paragraph):

1. What agency and program did you view?
2. What was the goal/mission of this program?
3. What are the requirements/guidelines of the program?
4. Do you feel this program would work in your local community? Why or why not?
5. Do you feel this program is effective in building partnerships between the public and the police?

This assignment should be NO LESS than 1 ½ pages. Please include a title page and reference page (listing this source only) per 7th edition APA format.

****Syllabus is subject to change****