Basic Course Information

Semester:	**Spring 2018**	Instructor Name:	**Eddie Silva Madueño**
Course Title & #:	**Law Enforcement Community Relations-AJ110**	Email:	**eddie.Madueno@imperial.edu**
CRN #:	**20690**	Webpage	**N/A**
Classroom:	**3212**	Office #:	**3212**
Class Dates:	**February 12 – June 6**	Office Hours:	**Mon-Wed; 1300-1400**
Class Days:	**Monday/Wednesday**	Office Phone #:	**760-425-3740**
Class Times:	**0940-1105**	Emergency Contact:	
Units:	**3**		

Course Description

Through interaction and study, the student will become aware of the relationship and role expectations among the various agencies and the public. Emphasis will be placed upon professional image, and the development of positive relationships between members in the criminal justice system and the public. Concepts of community-oriented policing as they apply to administration of justice issues, future trends, and training will be discussed.

Course Prerequisite(s) and/or Corequisite(s)

- ENGL 009 or ENGL 099 and
- READ 019 (Formerly ENGL 019) or ENGL 089

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the various components of a normal law enforcement organization. (ILO4, ILO5)
2. Identify the various groups within the community that effect the way in which law enforcement is perceived. (ILO2, ILO4, ILO5)
3. Identify methods that can be used to improve upon the image and performance of law enforcement within the communities they operate. (ILO1, ILO2, ILO4

Course Objectives

Upon satisfactory completion of the course, students will be able to:
  1. Summarize the functions of the components of the criminal justice system.
  2. Compare and contrast the conflicting roles and expectations an officer faces.
  3. Analyze and apply the issues of ethics and professionalism in law enforcement.
  4. Analyze the composition of the community; and demonstrate an understanding of how different groups within a community may require different approaches for effective policy-community relations.
  5. Experiment with and develop an awareness of their own perceptions, attitudes, beliefs and values, and demonstrate knowledge of how the self-image of police and the public image of police affect police-community relations. The student will identify and be able to summarize the factors which affect discretionary decisions making.
  6. Demonstrate, through oral and written exercises, satisfactory solutions to help meet the needs of groups with particular needs within the community. The student will demonstrate knowledge of the individuals' civil rights.
  7. Practice and identify, through role playing and written exercise, the different communication skills.
  8. Demonstrate specific knowledge about the communication barriers between the community and the criminal justice system, and be able to restate techniques on how to reduce those barriers for more effective policy-community relations.
  9. Discuss and analyze current topics, programs and future trends in police-community relations through study, discussions, role playing, field trips, et cetera.

Textbooks & Other Resources or Links

- Ronald D. Hunter, Thomas Barker & Melchor C. de Guzman (2016). *Police-Community Relations and   the Administration of Justice* (9th/e). Pearson. ISBN: 9780134548043

Course Requirements and Instructional Methods

Method of evaluation to determine if objectives have been met by students:

Quizzes
Oral Presentation
Textbook Assignments
Final Exam

Instructional Methodology:

Audio Visual
Discussion
Group Activity
Lecture
Case Studies

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Procedure: Total Points: 500

Quizzes: 160 points (4 @ 40 points each)

Individual Presentation: 100 points

Individual Presentation Comments: 75 points

Textbook Assignments: 40 points (4 @ 10 points each)

Attendance & Participation: 25 points

Final Exam: 100 points (50 questions @ 2 points each)

A = 450-500   B = 400-449   C = 350-399   D = 300-349   F = 0-299

Chapter Quizzes (160 Points)

Each quiz (4) is twenty questions worth two points per question.

Final Exam (100 Points)

Final exam is 50 questions worth two points per question.

Individual Presentation (100 Points)

You must make an 8 minute oral presentation on a criminal justice topic of your choosing. You may use powerpoint or any other visual aid if you so desire. You must speak in a loud, clear voice and make eye contact with the class. You may include a short video clip but it will only count for up to 2 minutes of your time.

Grading Criteria:

Topic & Content = 50 points

Time – 4 minutes = 25 points

          6 minutes = 35 points

          8 minutes = 50 points

Individual Presentation Comments (75 Points)

You must write 5 short sentences/bullet points on each presentation.

Grading Criteria

You will earn 15 points <u>per presentation day</u>. You must comment on all presentations made.

Presentations will be made on five separate dates.

Textbook Assignment (40 Points)

You will be given 4 textbook assignments related to criminal justice.

Due dates are listed in the syllabus.

Grading Criteria:

Each textbook assignment are worth 10 points each.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services.   There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- Library Services.   There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.
- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Dates
Week 1 Feb. 12 -14	Syllabus & Introduction Chapter 1	
Week 2 Feb. **19** - 21	Chapter 2	
Week 3 Feb. 26 - 28	Chapter 3 Chapter 4	
Week 4 Mar. 5 -7	Quiz #1 Chapter 5	Textbook Assignment Due
Week 5 Mar. 12 - 14	Chapter 6 Chapter 7	
Week 6 Mar. 19 - 21	Presentation #1 Chapter 8	Comments Due
Week 7 Mar. 26 - 28	Quiz #2 Presentation #2	Textbook Assignment Due Comments Due
Week 8 **Apr. 2 -4**		Holiday
Week 9 Apr. 9 - 11	Chapter 9 Presentation #3	Comments Due
Week 10 Apr. 16 - 18	Chapter 10 Presentation #4	Comments Due
Week 11 Apr. 23 - 25	Chapter 11 Chapter 12	
Week 12 Apr. 30 – May 2	Quiz #3 Chapter 13	Textbook Assignment Due
Week 13 May 7 - 9	Chapter 14 Presentation #5	Comments Due
Week 14 May 14 - 16	Chapter 15 Quiz #4	Textbook Assignment Due
Week 15 May 21 -23	Case Study	
Week 16 May **28** - 30	Case Study	
Week 17 June 4 - 6	Semester Review Final Exam Chapters 1-15	

Tentative, subject to change without prior notice