Instructor: JOHN A. CAGLE

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Office hours: Tuesday and Thursday 8:30 am – 9:25 am. 10:45am – 11:30 pm. 3:15 pm – 4:15 pm

Prerequisites: CRJU 1100

Co-requisites: none

Course time and location: Tuesday and Thursday 9:30 am – 10:45 am Newton Oak 106

Tuesday and Thursday 12:30 pm – 1:45 pm Young 203

If you need this document in another format, please email John Cagle at john.cagle@ung.edu or call 706-864-1904.

Course description:

This course teaches students to write documents for professional and general audiences, research reports, and other documents appropriate to the field of criminal justice. Students will further investigate APA referencing and formatting in academic writing.

Students should bring to each class note taking supplies and a laptop computer.

Required text: None

Course Objectives:

After completion of this course, students should be able to:

Demonstrate a clear, concise, and effective writing style used in a variety of written documents used in the field of criminal justice.

Evaluate and write written reports commonly used in criminal justice.
Analyze scholarly literature within the field of criminal justice.

Apply the American Psychological Association (APA) style of citation in writing.

Methods of instruction:

Lecture. Students will be responsible for issues discussed in class as well as materials provided by the instructor. Students will be required to complete writing exercises in class as well as outside class. Since there is no text required for this course students must maintain good note taking skills in order to retain the course material.

Evaluation methods:

Exams: There will be two examinations consisting of multiple choice and true/false questions. The first exam (midterm) and the second exam (final) will be given in the classroom.

Report writing exercises: During this course students will be required to observe various police scenarios in class and on line. Additionally students will listen to in-class audio presentations of authentic law enforcement and corrections encounters. Students will use these exercises to develop good note taking skills and prepare typed reports using their notes. There will be other related assignments that will enhance the student’s ability to prepare other technical and professional writings such as pre-sentence reports, memorandum formatting and writing, and APA style formatting for research papers. However no research paper is required in the course. The instructor will determine the number of writing exercises students will complete and the number of those exercises that will be graded. An average of the graded writing exercises will be calculated and serve as 1/3 of the over-all course grade.

Class participation:

Students are expected to participate in all report writing exercises and class discussions.

The purpose of these exercises is to ensure that students develop a clear understanding of the requirement that all reports be:

Accurate

Clear

Complete

Concise

Factual

Objective

Electronic devices:
Unless authorized by the instructor the use of cell phones in class is prohibited. The use of a laptop computer is critical to success in this course however they should only be used for course related writing exercises during class time.

Make-up Exams:

Makeup exams and writing assignments will not automatically be given for students who do not attend class on the scheduled dates unless arrangements have been made in advance with the instructor. If you miss these exams/assignments without an acceptable excuse, your grade will be “0” for that event. Incompletes are not automatic but are subject to my approval and university policy. Incompletes will be given by the professor only in special hardship cases.

Attendance: Students are expected to make every effort to attend class. Since there will be writing exercises each week and some based on audio/video presentations it will be difficult to make up these assignments.

Grading summary:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 59 or less

Course grade:
Exam 1 (midterm) 33.3%
Exam 2 (final) 33.3%
Writing assignments 33.3%

Course calendar:
August 18 – full and first session add/drop period begins. Introduction, syllabus review and course requirements. Lesson 1. Lecture regarding the different types of criminal justice reports. POST 4.9.1 Characteristics of an effective and complete report POST 4.9.2.
August 20 – Lesson 2. Lecture topic- Understanding what makes police reports different. Courtroom testimony exercise illustrating the pitfalls of a poorly written report.

August 25 – Criminal procedure review. Lesson 3. Lecture/discussion regarding modern record management systems in use by most agencies. POST 4.9.5 The Correct procedures for completing an incident report. Lecture topics will include Uniform Crime Reports (UCR) part 1 offenses, NIBRS reporting, national crime statistics and analysis, and the impact of technology (cell phones, computers and body worn cameras).

August 27 – Lesson 4. Developing good note taking skills and style in preparation to write reports. In class practical writing exercises and report writing assignment. POST-4.9.3 identify the purpose and application of field notes. POST 4.9.4 Effective procedures for collecting and maintaining field notes.

September 1 – Review writing assignment from previous lesson. Lesson 5. Lecture/discussion regarding grammar, punctuation, spelling, use of jargon/abbreviations, and sentence structure.

September 3 – Lesson 6. Practical writing exercise focusing on capturing UCR data, developing note taking skills and narrative reports writing. Class discussion of the exercise.

September 8 – Lesson 7. Lecture regarding interpersonal relations to include POST 3.1.1 identifying effective verbal and non-verbal communication techniques, 3.1.2 identifying effective listening and observing techniques, 3.1.3 identifying barriers to effective communications and techniques for removing these barriers, 3.1.4 identifying the characteristics of a person from diverse cultural backgrounds, 3.1.5 identifying law enforcement practices which could be perceived as offensive or threatening by persons from diverse cultural backgrounds, and 3.1.6 identifying effective techniques for dealing with persons from diverse cultural backgrounds.

Discussion of the use of logs in corrections reports, police reports and interagency reports.

September 10 – previous lecture overflow. Lesson 8. Practical writing exercise (audio clip - Drug buy 1). Students will practice note taking skills and complete a narrative report regarding the facts presented. Upon completion of the report students will email the report to the instructor. They will also save it for use later on.

**Lesson 9. Practical writing exercise (audio clip - Drug buy 2).** This exercise presents information building on the previous report. Students will listen to the audio clip, take notes and prepare a narrative report based on their notes. This exercise also will illustrate the need to develop investigative strategy. Upon completion of report students will email the report to the instructor. They will also save it for use later on.

September 17 – **Lesson 10.** Surveillance exercise (outside class). This exercise will allow students to suffer for me to that on my back to what they tasted this the recovered all the stuff <accuracy can conciseness completeness clarity legibility objectively grammatically correct reminiscient lesson participate in an actual surveillance, prepare a surveillance log and use that log to prepare a narrative report describing their observations during the surveillance.

September 22 – **Lesson 11.** Surveillance exercise discussion and assessment. Review for midterm exam.

September 24 – **Lesson 12.** Midterm exam given in class. Scantron will be provided by the instructor.

September 29 – Discussion of midterm exam scores. **Lesson 13.** Practical writing exercises building on the previous reports. (Audio clips). Students will listen to 3 audio clips, take notes and prepare narrative reports. These reports will be discussed in class and saved by the students for use later on.

October 1 – **Lesson 14.** Search and seizure discussion and illustration. Operations plan writing discussion. Practical writing exercise (moderate in length) that **will be graded**.

October 6 – **Lesson 15.** Students will turn in a hard copy of the Lesson 14 writing exercise. As a result of the outcome of the practical exercise a person was arrested. During this class session students will be required to determine questions that would be asked during a post arrest interview. Once the class determines the appropriate questions these questions will be asked of the instructor and answers to those questions will be given to the students, (handout provided). The assignment is to prepare a narrative interview report of the defendant using the information developed from these questions. This report will be due on October 8 to the instructor in class. Students will be asked to print this report as well as the previous reports in this series and bring them to class.
October 8 – Lesson 16. During the 1st half of this class session students will review all the reports completed and saved during of the practical writing exercises in lessons 8, 9, 13, 14, and 15. A role-play exercise will occur with selected students that will simulate them being called as a witness in court. Selected students will be asked questions by the instructor who will act as a prosecutor and the defense lawyer during a trial. The instructor will use their reports during this exercise.

October 13 – Lesson 17. Practical writing exercises begins with an audio clip - Murder 1. Students will listen to the audio clip in class, take notes and prepare a narrative report concerning the facts presented. This report will be emailed to the instructor prior to October 15.

October 15 – Lesson 18. Class discussion of the report prepared in Lesson 17. Practical exercise audio clip Murder 2. Students will listen to the audio clip, take notes and prepare a narrative report concerning the facts presented (lengthy). This report will be graded and is due to the instructor in class on October 20.

October 20 – Discussion of Murder 2 reports. Lesson 19. Lecture regarding state certification/national accreditation and their effects on report writing. Students will be provided an illustration of policies that require certain actions in order to comply with certification standards. They will then be provided with a scenario (handout) requiring them to complete a narrative report that is in compliance with those standards. This assignment will be completed and emailed to the instructor prior to October 22.

October 22 – Lesson 20. Lecture regarding interagency communication. A short memorandum writing YouTube presentation will be provided. Students will then be given information and required to prepare a memorandum in class. This exercise is short allowing for a class discussion and evaluation.

October 27 – Lesson 21. Students will be provided information allowing them to prepare two memorandums that build upon the memorandum in Lesson 20. Students will have sufficient time to complete these memorandums during the class session.

October 29 – Lesson 22. Lecture regarding preparation of a presentence report. Presentence report information checklist provided to students with the appropriate information. Examples of presentence reports will be provided to students.

November 3 – Lesson 23. APA writing style and its application to selected criminal justice reports. Media relations discussion and press release writing. Using the information developed in Lesson 14 students will prepare a press release in class. Students will present their press release during a role-play exercise during which a simulated press conference will occur.
November 5 – **Lesson 24.** Accident reporting.

November 10 – **Lesson 25.** Proofreading exercises. Students will view various police reports and identify any errors and make the appropriate corrections. *Graded proofreading assignment.*

November 12 – **Lesson 26.** Students will be introduced to the use of a firearms simulator and observe various shooting scenarios. Lecture regarding “use of force” issues and the law. Class participation using the simulator.

November 17 – **Lesson 27.** Students will return to the simulator. They will observe shooting scenarios without the benefit of taking notes. Following each scenario they will write “bullet style” notes that could be used to write a report at a later time. Class participation using the simulator.

November 19 – **Lesson 28.** Review of lessons learned during the use of the simulator (writing and legal).

November 23- 27 Thanksgiving break.

December 1 – **Lesson 29.** Class discussion and evaluation.

December 3 - **Lesson 30.** Review for final exam.

December 10 – Final exam for 9:30 class is 8:00 – 10:00 am.

Final exam for 12:30 class is 12:40 – 2:40 pm.

**P.O.S.T. material as outlined in the Basic Law Enforcement Training Course will be presented during this course. This material relates to Interpersonal Communications 3.1 and Report Writing 4.9.**
Instructional Goal

3.1 The instructional goal for Interpersonal Communications is to provide the student with an understanding of the requirements for effective communications, and an understanding of cultural diversity for dealing with people from diverse backgrounds.

Terminal performance objective

Given an assignment as a law enforcement officer, students will utilize proven strategies for effective interpersonal communications with the public and other public safety personnel, in accordance with commonly accepted principles of effective communication.

Enabling objectives

3.1.1 Identify effective verbal and nonverbal communications techniques.
3.1.2 Identify effective listening and observing techniques.
3.1.3 Identify barriers to effective communications and techniques for removing these barriers.
3.1.4 Identify the characteristics of persons from diverse cultural backgrounds.
3.1.5 Identify law enforcement practices which could be perceived as offensive or threatening by persons from diverse cultural backgrounds.
3.1.6 Identify effective techniques for dealing with persons from diverse cultural backgrounds.

Instructional goal

4.9 The instructional goal for report writing is to provide the student with an understanding of terminology and the principles of effective report writing.

Terminal performance objective

Given an assignment as a law enforcement officer, students will employ the principles of effective report writing, in accordance with acceptable standards and departmental procedures.
Enabling objectives

4.9.1 Identify the following characteristics of an effective report.
A. Accuracy
B. Conciseness
C. Completeness
D. Clarity
E. Legibility
F. Objectivity
G. Grammatically correct
H. Correct spelling

4.9.2 Identified the following characteristics of a complete report.
A. Who
B. What
C. When
D. Where
E. Why
F. How

4.9.3 Identified the purpose and application of field notes

4.9.4 Identify effective procedures for collecting and maintaining field notes

4.9.5 Demonstrate the correct procedure for completion of an incident report to include but not limited to crimes in progress and crime scene processing.
Supplemental syllabus:

Students are expected to refer to the supplemental syllabus for the following information:

1. Academic Exchange
2. Academic Integrity Policy
3. Academic Success Plan Program
4. Class Evaluations
5. Course Grades and Withdrawal Process
6. Disruptive Behavior Policy
7. Inclement Weather
8. Smoking Policy
9. Students With Disabilities

The supplemental syllabus can be located at: [http://ung.edu/academic-affairs-policies-and-guidlines/supplemental-syllabus.php](http://ung.edu/academic-affairs-policies-and-guidlines/supplemental-syllabus.php)

The instructor will make every effort to follow the syllabus as printed, however reasons beyond the instructors control may occur and cause a deviation from the printed syllabus. The syllabus is subject to change without prior notice. Students will be notified immediately of any changes to the schedule/syllabus.

Please remember I am available for discussion throughout this course. Any issues or concerns that may arise should be brought to my attention promptly.