

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of Criminal Justice**  
**CRJC 605-D2 Community Policing (8-Week Online) Community Policing**  
**Spring 2011**

**I. Locator Information**

Instructor: Dr. Robert A. Brown, Ph.D., Assistant Professor  
Course # & Name: CRJC 605-D2 Community Policing  
Semester Credit Hours: 3  
Day and Time Class Meets: Online Office Location: 320 Laretta Taylor Bldg.  
Office Phone: 910-672-2272 Office hours: T&R 9-11am; 1-2pm; W 9-11am  
Total Contact Hours for Class: 40  
Email address: [rbrown20@uncfsu.edu](mailto:rbrown20@uncfsu.edu)

Whenever you send me a message regarding this class, **ALWAYS INCLUDE THE COURSE NUMBER IN THE SUBJECT LINE: CRJC 605-D2**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description**

This graduate course offers an overview of relevant theoretical perspectives for understanding the origins, evolution, and practice of community policing. Students will be expected to become familiar with both classic and recent important contributions to the scientific literature covering community policing. This course will introduce students to the dynamics of "policing" as a science, and will address strategies of policing the many diverse populations in America as well as the contemporary issues that face them. Students will explore policing reforms such as community policing, Problem Oriented Policing, Neighborhood Policing, and Strategic Policing. Students will also address issues that face the police on a daily basis, such as profiling, use of force, gratuities, and corruption.

**III. Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**IV. Textbook**

Wesley G. Skogan (ed.) (2004). *Community Policing: Can It Work?* Belmont, CA: Wadsworth Publishing Company (ISBN: 9780534625054)

*Additional reading materials will be assigned as needed to meet course objectives and learning outcomes.*

**V. Student Learning Outcomes**

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

- Explain current issues related to community policing
- Demonstrate an understanding of the role of diverse populations as they apply to policing
- Plan police strategies to address the impact of cultural and life-circumstance differences
- Compare and contrast community policing and traditional models of policing

## VI. Course Requirements and Evaluation Criteria

This is an 8-Week course that begins on Saturday, March 12, 2011 and ends on Friday, May 6, 2011. While this is an 8-week course, students should expect the quantity and quality of the instruction and the required work to be commensurate with a regular 16-week course. Pay close attention to the **Course Grading Scale & Course Outline and Assignment Schedule**.

### **Inappropriate Work Products:**

In cases where students submit work that is shoddy and does not comply with assignment requirements, such work may be rejected. If a work product is rejected the student will be notified via email and given one-week from the date of notification to resubmit a revision. *A 20 percent grade reduction will be applied to resubmitted work products.* Failure to resubmit a revised work product within one week of notification will result in a grade of zero for the assignment. Cases of academic misconduct (e.g., plagiarism, cheating, etc.) will not be eligible for resubmission.

### *Plagiarism & Quoting:*

Cases of plagiarism will be handled as academic misconduct, not work that is eligible for resubmission.

**Quotes should be used sparingly and when utilized there should be clear and thoughtful elaboration on the relevance of the quoted material. The emphasis should always be on what you have to say, and how the quoted material supports your own arguments and positions, not a simple restatement of what someone else has already written and we can all read.** (See Discussion Posting Grading regarding use of quotes and level of originality in postings.)

Keep in mind that **copying the words of another and not putting quotations to designate that the words were written by someone else is plagiarism, even if you put a cite at the end of the sentence or paragraph.** One way to avoid plagiarism is to look at how your writing differs from your sources. *A good rule of thumb:* whenever you write four or more words to a sentence that are identical to the way things are worded in your source material ask yourself is this paraphrasing or is it plagiarism? Please do not play thesaurus games to change up a sentence; awkward wording is a tell-tale sign of plagiarism. All students will be required to pass a plagiarism test [for this class] before any coursework will be accepted.

### *Citing:*

Citing entails noting in your postings (or papers) that the idea you are presenting is not your own and citing notes that others have done work that lends support to what you are saying or trying to say. I strongly suggest that you **pay attention to how much you write with no supporting citations.** If you write something that entails detailed information, such as case law, dates, reporting statistics (actual numbers) or estimates (i.e., saying the majority, most, all, almost all, some, none, no one, etc.), you should have a citation to back up what you have written. Furthermore, if you are writing and you go for three or more sentences without citing someone or something, ask yourself "How do I know all of this?" "Should I have a citation somewhere in here?" Furthermore, you should only cite things you have actually read, otherwise, you are citing someone else's review of what someone else said or wrote.

A good posting (or paper) uses data and research by others to support the statements or arguments made in the paper. Most posting (and papers) require some level of support, preferably from good academic sources such as academic journals, government documents, and scholarly books, but note: **your textbooks and assigned readings should be your first and primary sources for this class.** Dictionaries and internet sites (e.g., online dictionaries, legal reference sites, Wikipedia, etc.) should not be used as primary sources to support your statements and positions. Where you get your information can be just as important as how you use your resources. Be mindful that there is a difference between getting information *through* the Internet (e.g., downloading a full-text article from an academic journal or a government report) and getting information *from* the Internet (e.g., using information from someone's site which may not have been peer-reviewed or subjected to any rigorous scrutiny).

*A question I frequently raise when grading is "How do you know that?"* Many students fail to document or acknowledge where they got the ideas or information in their postings and papers. Claiming that you "just know" the information, that it is "common knowledge," or that you learned it before is not good enough for me. If you say in your posting or paper that some phenomenon happens or that a problem exists, I want you to provide proof as best as you can to support your claim. For example, if you say something like "there is discrimination in the criminal justice system," what information are you going to use to support your statement? Is the information you are using appropriate? Remember that I will be reading your postings and when it comes time to grade them, I will be working with what you put in the posting. There will be no opportunity for you to elaborate on your choice of words, so prepare your paper with the reader in mind. Remember throughout your postings that what you meant to say and what you have written may not be the same. Proofread your work to make sure that you are communicating your thoughts as intended.

### ***Proofreading:***

Proofreading is not only important for proper communication of your ideas, it is important to proofread for the quality of the communications (e.g. postings). Students are expected to produce "college quality work." This includes, but is not limited to, postings free of misspellings, free of poor grammar, free of excessive use of jargon, proper punctuation and well constructed paragraphs. In order to avoid these problems:

- a) Do not use the words "I" or "My" in your postings, even in the recommendations and conclusion of the posting. Do not write in the first-person.
- b) Unless it is part of a quote, do not use contractions, slang or profanity.
- c) Do not ask rhetorical questions or try to make your points with questions. Provide answers, not questions, in your paper. A good posting leaves the reader with as few questions as possible about the author's work.
- d) Run spell check. Remember that spell check does not catch everything. For example, "to," "two," and "too," or "there" and "their," may be spelled correctly but used incorrectly.
- e) Allow another person to read and comment on your posting.
- f) Read the posting aloud. Often you will catch errors and poor sentence structure.
- g) Follow the grading guidelines and keep it simple, please.

### ***Discussion Question Postings:***

Discussion questions relevant to each week's readings will be a key element of this course. All students must respond to the initial discussion question posted by the instructor and **must reply to at least two (2) posts by fellow students**. Therefore, **each student must contribute at least three (3) posts to each discussion question**.

- **POSTING THREE (3) TIMES IS THE MINIMUM REQUIREMENT.** Even if the one or two posts you do provide are excellent, *if you do not provide three posts that meet course requirements during the week for a discussion topic, you will receive a zero for that discussion board.*
- **MEETING THE MINIMUM POSTING REQUIREMENTS DOES NOT GUARANTEE PASSING GRADES OR HIGH MARKS FOR THAT WEEK'S DISCUSSION QUESTION.**
- The discussion questions ***open*** at 12:05 am on Mondays and they ***close*** at 11:55 pm on Sundays (see Course Schedule).
- Each discussion question is worth 20 points and you will be graded on each discussion question.
- Students are encouraged to make their initial post within the first 48 hours of the discussion forum to maximize the likelihood of high marks for the week's postings. It is more than appropriate to start posting before finishing all of the readings for the week, but all posts should be relevant to the course content. Plan to post more than the minimum requirements and start your postings earlier in the week. Subscribe to the forums in order to receive email alerts about postings.
- **You must participate in each of the discussions during the appropriate week. Late discussion posts will not be accepted; indeed, you will not be able to go back and post in closed discussion boards. You will not be able to go back and review previous discussions once they are closed.**
- Everyone should pay attention to postings from Dr. Brown, even when they are addressed to another student, and respond appropriately

### **Grade for discussion board participation**

I will monitor your discussions and your grade in this area will be based on both the quantity and quality of your contributions. In other words, I will keep track of how often you post contributions to class discussion and I will pay attention to whether your contributions demonstrate responsiveness to the reading assignments, other course materials, to postings from Dr. Brown, and to each other. Everyone is expected to take part in all discussions.

### **Discussion Posting Grading**

These grading criteria will serve as a guide to how postings will be graded.

#### Excellent Postings (18 - 20 Points)

- Replies to all "All STUDENT READ AND REPLY" postings and direct questions from Dr. Brown.
- Posting is insightful, thorough, and interesting
- Posting content is original (i.e., in the student's own words).
- Uses quotes sparingly and as a point of departure for further explanation on the topic being discussed.
- A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.
- Initial posting occurs within the first 48 hours of the discussion board. Postings occur over several days and times; all posting do not occur on one day.
- Posting generates questions and opens up new avenues for discussion.
- Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the assigned readings.
- Posting is highly polished; no grammar or spelling errors.

#### Good Postings (14 - 17 Points)

- Replies to some "All STUDENT READ AND REPLY" postings and direct questions from Dr. Brown.
- Posting is interesting but lacks insight and depth.
- Posting content is not substantially different from source material (i.e., little originality or use of the student's own words).
- Uses quotes moderately with some effort to expand upon the meaning of the quoted information.
- Some discernable effort is made to frame the discussion posting in such a way as to encourage others to reply.
- Postings occur within a short time frame (days and time).
- Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the assigned readings.
- Posting is adequate; maximum of two grammar or spelling errors.

#### Poor Posting (0 - 13 Points) **\*\*\*Note, it is possible to receive zero points even when you post something\*\*\***

##### ❖ **Failing to provide three postings**

- Posting is uninteresting and/or too brief for the assignment.
- Unresponsive to all "All STUDENT READ AND REPLY" postings or direct questions from Dr. Brown.
- Posting content closely matches source material (i.e., unoriginal material that is not in the student's own words).
- Posting content uses quotes heavily with little to no effort to expand on the meaning of quoted material.
- No discernable effort is made to frame the discussion posting in such a way as to encourage others to reply.
- Postings all occur on the same day and within a few hours of each other. All posting occur within the last 36 hours of the discussion board.
- Posting demonstrates very little understanding of the reading material/assignment.

- Posting does not address the question; posting focuses on personal opinions or experiences.
- Posting is unoriginal; it copies too much from the assigned readings or other material, or is simply a rewording of previously posted ideas.
- Posting is inadequate; more than two spelling or grammar errors per post.
- Postings are disrespectful to others. This includes responses to disrespectful postings.

### ***Respect for classmates***

Show respect towards each other in the discussions. Respect is demonstrated by adhering to the following rules:

- Do not bully or intimidate others or restrict their freedom to express their opinions.
- Do not express opinions that are intended to incite anger or violence.
- Do not make racist, sexist or heterosexist remarks.
- Do not participate in any form of academic misconduct or plagiarism.
- Complete reading assignments on time and participate only in discussions of material you have read.
- Post meaningful comments. Remember that your postings are a permanent [electronic] record.

### **Exams:**

This class is broken down into eight (8) modules (see schedule at the end of the syllabus). There are two (2) scheduled exams for which students will be required to complete comprehensive essay questions. Students will have a four-day window to complete exams. Exams will open at 12:05 am on Fridays and they close at 11:55 pm on Mondays. Once a student begins taking a test, students will have a limited amount of time to complete the test, and the timeframe for each test will be announced in the instructions for each test.

Students will only be allowed one attempt to complete Blackboard (Bb) Exams, and once you begin the exam it must be completed within allotted amount of time. Exceeding the amount of time allotted for the online test may result in a point reduction on the final grade for the test. Three (3) points may be deducted for every minute you take beyond the time allotted for the online test – in other words, you may lose one (1) point for every 20 seconds over the time limit. If you exceed the time limit by more than 15 minutes, you will automatically receive a zero for the exam. It is your responsibility to manage the time provided for online assessments effectively.

If you have a problem accessing or completing an online course requirement, you should contact me immediately upon your realization that you cannot solve the matter yourself – if you get locked out of Blackboard during an assessment you should email, call, or speak to me immediately to best facilitate a remedy to your situation. Technical and logistical problems, such as being unable to access a computer, computer failure, problems with internet connections (such as speed or quality of the connection), etc., will not automatically or always result in remedies favorable to the student. Even if the technical or logistical problem is “not your fault,” you are not guaranteed a “retake” or “do-over” for the assessment.

It is my policy to have a 48-hour turnaround time on all phone and e-mail communication during the business week (Monday through Friday), all weekend correspondence by the following Monday, and a 72-hour turnaround time on grading of discussion boards and Exams after the assessment window closes.

### **Course Grading Scale:**

A = 510 to 457	A = Exceptionally High
B = 456 to 406	B = Good
C = 405 to 355	C = Satisfactory*
F = 354 to 0	F = Failing

\*Students in the Graduate Program are only permitted to earn two (2) C grades during their tenure. A third C grade will result in dismissal.

Criteria	Points	Percent
Introduction (Plagiarism Certificate)	10	2%

Discussion Questions #1 - #7 (7 @ 20 points)	140	27%
Discussion Question #8 (1 @ 10 points)	10	2%
Exam 1	150	29%
Exam 2	200	39%
Total	510	100%

### Attendance & Interim Grades:

Attendance, which is determined by postings in the discussion boards, will be recorded. Interim grades serve as warnings to students that they are at risk of failing or performing poorly due to nonattendance. The interim grading period begins on the first day after the close or registration and continues until one week prior to the deadline for withdrawing from classes. Faculty members assign interim grades of X (No-Show) and EA (Excessive Absences) as soon as warranted by the student's attendance.

A student will receive an interim grade of X if he/she does not attend class (i.e., post) during the first week of the semester/term. The student is responsible for monitoring interim grades and taking actions in response to their grade. Interim grades are not permanent and have no effect on a student's earned hours or final grade point average. Failure to take actions in response to an interim grade of X will result in a final grade of F for the course.

A student will receive an interim grade of EA if his/her absences exceed ten percent (approximately two class sessions) of the total course contact hours. If a student is on the class roster but never attends the class, and does not officially withdraw from the course, the student will receive a FN (Failure Due To Non-Attendance) for the course. An FN is equivalent to an F grade in the calculation of the GPA. Faculty will not withdraw students for non-attendance. WN—Withdrawal due to Non-Attendance—has been discontinued effective August 16, 2007.

When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion. If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid. STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

### Late Assignments & Makeups:

All course requirements must be completed on-time. **Late discussion board posts will not be accepted; indeed, you will not be able to go back and post in closed discussion boards.** Makeup exams will be given only when there is a valid excuse for missing the scheduled exam **and the reason for the absence is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.). Computer access or technical problems do not necessarily count as excusable reasons to justify a makeup test. Those who have a valid excuse for missing a scheduled exam will have to take a makeup exam **within one week of the original exam date**. The requirements and nature of makeup exercises (e.g., exams and assignments) may be different from the original exercise.

### FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes. FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03):

All students will "prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations."

Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class. The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair. Noncompliance with behavioral expectation may result in the student being reported to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct (<http://www.uncfsu.edu/handbook/index.htm>).

#### **Academic Misconduct:**

Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity in academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of illness, injury, accident, family death, etc. to avoid the timely submission of academic work or test taking). The aforementioned forms of academic misconduct does apply to online activity related to this course (i.e., completing Discussion Question Postings and other assignments involving Blackboard). **Any incident of academic misconduct (even for a single posting) can result in failure of the course, not just a zero on that assignment/course requirement, no matter how big or small the activity.**

#### **VII. Academic Support Resources**

Students may be required to use *Criterion* (<http://criterion28.ets.org/cwe/>) and *Turnitin* (<http://www.turnitin.com/static/home.html>) to assist in meeting course requirements.

#### **VIII. Course Outline and Assignment Schedule**

I reserve the right to change the scheduled date, number, or nature of all course requirements to facilitate course objectives. If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus. Any changes will also be announced via Blackboard and email. Review the information in the syllabus about Discussion Posting and Grading, and keep the following in mind:

- ❖ The discussion questions and Exams *open* at 12:05 am on the dates listed in the schedule and they *close* at 11:55 pm on the dates listed in the schedule.

**Module 1: Police History and Role (Part 1) – How Did We Get Here?**

**(Discussion Question #1 [Points]: Monday, March 14<sup>th</sup> through Sunday, March 20<sup>th</sup>)**

1. Kelling and Moore (1998)
2. Williams and Murphy (1990)
3. Oliver (2000)
4. Crank (1994)

**Module 2: Police History and Role (Part 2) – “Broken Windows” and Community Policing**

**(Discussion Question #2 [20 Points]: Monday, March 21<sup>st</sup> through Sunday, March 27<sup>th</sup>)**

1. *Community Policing: Can It Work?*--Introduction
2. Sykes (1986)
3. Klockars (1986)
4. Kelling and Wilson (1982)

**Module 3: Community Policing (Part 1) – What Is It?**

**(Discussion Question #3 [20 Points]: Monday, March 28<sup>th</sup> through Sunday, April 3<sup>rd</sup>)**

1. *Community Policing: Can It Work?* – Chapter 1
2. Greene (2000)
3. Zhao et al. (2001)

**Exam 1 [150 Points] covers all course content up through Module 3.**

**Exam 1 opens on Friday, April 8<sup>th</sup> and closes on Monday, April 11<sup>th</sup> (a 4-Day Window). Once you access the exam within this window, you will have approximately 3 hours to complete your exam.**

**Module 4: Community Policing (Part 2) – What Do “Community” and “Disorder” Mean?**

**(Discussion Question #4 [20 Points]: Monday, April 4<sup>th</sup> through Sunday, April 10<sup>th</sup>)**

1. *Community Policing: Can It Work?* – Chapters 3 & 9
2. Sampson and Raudenbush (2004)
3. Bohm et al. (2000)

**Module 5: Officers and Community Policing**

**(Discussion Question #5 [20 Points]: Monday, April 11<sup>th</sup> through Sunday, April 17<sup>th</sup>)**

1. *Community Policing: Can It Work?* – Chapter 5
2. Adams et al. (2002)
3. Haar (2001)
4. Vito et al. (2004)

**Module 6: Police-Citizen Encounters**

**(Discussion Question #6 [20 Points]: Monday, April 18<sup>th</sup> through Sunday, April 24<sup>th</sup>)**

- ❖ Mastrofski et al. (1998). *Review only as necessary to enhance understanding of readings covered in Module 6 (Police-Citizen Encounters)*
- 1. Novak et al., (2002)
- 2. Sun and Payne (2009)
- 3. Mastrofski et al. (1995)
- 4. Skogan (2005)

## Module 7: Police Conduct

(Discussion Question #7 [20 Points]: Monday, April 25<sup>th</sup> through Sunday, May 1<sup>st</sup>)

1. Weisburd et al. (2000)
2. Weitzer (2002)
3. Meehan and Ponder (2002)
4. Engel et al. (2002)

**Exam 2 [200 Points] covers all course content from Module 4 through Module 7.**

**Exam 2 opens on Monday, May 2<sup>nd</sup> and closes on Thursday, May 5<sup>th</sup> (a 4-Day Window). Once you access the exam within this window, you will have approximately 3 hours to complete your exam.**

## Module 8: Potential Impact of Community Policing

(Discussion Question #8 [10 Points]: Monday, May 2<sup>nd</sup> through Friday, May 6<sup>th</sup>)

1. *Community Policing: Can It Work?* – Chapters 7 & 8
2. *Weisburd and Eck (2004)*

## IX. Teaching Strategies

This course will consist mainly of online discussion and exams.

## X. Bibliography

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- Correia, M. (2000). The conceptual ambiguity of community in community policing: filtering the muddy waters. *Policing An International Journal of Police Strategies & Management*. 23 (2), pp. 218-220.
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- MacDonald, J., (2002). The Effectiveness of Community Policing in Reducing Urban Violence. *Crime and Delinquency*. (48) 4.
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- Weitzer, R. & Tuch, S. (2004). Race and Perceptions of the Police. *Social Problems*. 51 (3), pp. 305-321.