

## **ENF150 Police and Society**

### **(3 credit hours)**

### **Course Syllabus**

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### **Course Description**

A study of the various response methodologies available to the patrol officer in assisting the citizen's request for police service. Discusses traffic enforcement from the stop of the violator through traffic accident investigation.

### **Course Learning Outcomes**

By the end of this course:

1. Students will be able to explain key concepts in policing foundations.
2. Students will be able to identify and define the key components of police field operation.
3. Students will be able to identify and describe key contemporary issues in policing.

### **Prerequisites/Corequisites**

JUS110

### **Required Textbook(s) and Resources**

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Walker, S. & Katz, C. (2022). *The Police in America: An Introduction, 10th Edition*.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](mailto:library@tiffin.edu).

### **Time Commitment**

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our

accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

Students will engage in detail discussions about contemporary issues in policing and take a cognitive approach to that which impacts policing yesterday, today and tomorrow. There will be written assignments and a PowerPoint presentation, all designed to analyze policing and some of its core concepts. Students will also engage in position papers where the opportunity to reflect upon certain matters facing policing and the criminal justice system are analyzed.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (n/a) Activity 1.2 (15)	<b>Discussions</b> Activity 2.1 (15)	<b>Discussions</b> Activity 3.1 (15)	<b>Discussions</b> Activity 4.1 (15)	<b>Discussions</b> Activity 5.1 (15)	<b>Discussions</b> Activity 6.1 (15)	<b>Discussions</b> Activity 7.1 (15)	<b>105</b>
<b>Assignments</b> Activity 1.3 (45) Activity 1.4 (75)	<b>Assignments</b> Activity 2.2 (45) Activity 2.3 (75)	<b>Assignments</b> Activity 3.2 (45) Activity 3.3 (75)	<b>Assignments</b> Activity 4.2 (45) Activity 4.3 (75)	<b>Assignments</b> Activity 5.2 (45) Activity 5.3 (75)	<b>Assignments</b> Activity 6.2 (45) Activity 6.3 (75)	<b>Assignments</b> Activity 7.2 (45) Activity 7.3 (130)	<b>895</b>
<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>135</b>	<b>190</b>	<b>1000</b>

## Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <60%

Please see the [Academic Bulletin](#) for grade appeal information.

## Course Schedule and Weekly Checklist

### Start Here

- ☐ MON: Activity 1.1: Introductions/State of Policing - Initial Post

### Week 1

- ☐ WED: Activity 1.1: Introductions/State of Policing - OPTIONAL Secondary Posts
- ☐ WED: Activity 1.2: Why Do We Have Police? - Initial Post
- ☐ SAT: Activity 1.2: Why Do We Have Police? - Secondary Post
- ☐ SUN: Activity 1.3: Police Partnerships
- ☐ SUN: Activity 1.4: Procedural Justice and Police Legitimacy

### Week 2

- ☐ WED: Activity 2.1: Your Local Agency - Initial Post
- ☐ SAT: Activity 2.1: Your Local Agency - Secondary Post
- ☐ SUN: Activity 2.2: Fragmentation in Policing
- ☐ SUN: Activity 2.3: Policing at Different Levels

### Week 3

- ☐ WED: Activity 3.1: Police Organizational Chart - Initial Post
- ☐ SAT: Activity 3.1: Police Organizational Chart - Secondary Post
- ☐ SUN: Activity 3.2: Police Operations

- ☐ SUN: Activity 3.3: Police Unions

#### **Week 4**

- ☐ WED: Activity 4.1: Role of the American Peace Officer - Initial Post
- ☐ SAT: Activity 4.1: Role of the American Peace Officer - Secondary Post
- ☐ SUN: Activity 4.2: Police Training
- ☐ SUN: Activity 4.3: Police Recruiting

#### **Week 5**

- ☐ WED: Activity 5.1: Police Order Maintenance - Initial Post
- ☐ SAT: Activity 5.1: Police Order Maintenance - Secondary Post
- ☐ SUN: Activity 5.2: Order Maintenance and Crisis Intervention
- ☐ SUN: Activity 5.3: Special Needs Populations

#### **Week 6**

- ☐ WED: Activity 6.1: Ethics in Policing - Initial Post
- ☐ SAT: Activity 6.1: Ethics in Policing - Secondary Post
- ☐ SUN: Activity 6.2: Trouble in Miami
- ☐ SUN: Activity 6.3: Police Corruption

#### **Week 7**

- ☐ WED: Activity 7.1: Police and Technology - Initial Post
- ☐ THU: Activity 7.2: Crime Analysis and Law Enforcement
- ☐ THU: Activity 7.3: The Future of Policing
- ☐ SAT: Activity 7.1: Police and Technology - Secondary Post

### **Tips for Success**

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback

will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

### **Your Instructor Will Expect You to:**

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
  - Fully participate in all learning activities.
  - Complete assignments as described in rubrics or other instructions.
  - Submit all work on time and in the specified format (e.g. APA format for citations).
  - Utilize and incorporate instructor provided feedback to improve your work.
  - Ask questions so you can better understand course material or assignments.
  - Use the highest standards of intellectual honesty and integrity. For details, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
  - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

### **You Should Expect Your Instructors to:**

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

- thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
- provide constructive feedback on the strengths and weaknesses of your work with suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

## Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at [disabilityservices@tiffin.edu](mailto:disabilityservices@tiffin.edu) or by calling 419-448-3021.

## Technical Support

For Moodle support, either email [moodlesupport@tiffin.edu](mailto:moodlesupport@tiffin.edu) or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

## Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

## Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

## Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share

feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at [online@tiffin.edu](mailto:online@tiffin.edu).