



COURSE SYLLABUS

COURSE TITLE: Criminal Justice Research and Writing

TERM & YEAR: Fall 2023

COURSE & SECTION NUMBER: CRJ 133

TIME & PLACE: Asynchronous, Online

NUMBER OF CREDIT HOURS: 3

INSTRUCTOR: TBD

OFFICE LOCATION/HOURS: TBD

EMAIL: TBD

COURSE DESCRIPTION: This is an introductory course to research in the field of criminal justice. Learners will identify the required sections of case briefs, formal reports, memorandums, and other legal documents and how to develop them. APA formatting and research writing will also be covered.

PREREQUISITES: ENG 143

REQUIRED TEXT: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (7th edition). Washington DC: American Psychological Association.

REFERENCES: Provided in the course

OTHER MATERIALS:

<https://sites.google.com/site/docketsnotes/>

<https://www.thebalancecareers.com/seven-ways-to-improve-your-legal-writing-skills-2164712>

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

1. Identify the required sections of legal documents including case briefs, formal reports, and memorandums.
2. Conduct scholarly research on criminal justice topics.
3. Apply APA guidelines to research writing.
4. Create effective legal documents.

COURSE REQUIREMENTS:

ATTENDANCE/PARTICIPATION: Students are expected to participate in the Discussion Board and take all tests/submit all written assignments. I am required to file an attendance report each week identifying any students who did not participate for the week (no discussion posts or assignments completed). Normally, this report is filed on Sunday. Participation does not include simply logging into the course. Participation involves the completion of a class assignment. Failure to participate can affect student financial aid and result in being dropped from the course.

GRADING/EVALUATION:

Discussion Boards: 8 @ 10pts each : 80 points
Writing Assignments: 8 @ 100pts each: 800
Total: 880 points

Grading scale:

90% and above A
86-89- B+
80-85-B

76-79-C+
70-75-C
66-69-D+
60-65-D
Below 60-F

DISCUSSION BOARD GRADING RUBRIC:

Discussion Board Rubric – 10 points total possible

Initial posting - /5 points possible

Initial Post (due Wednesday by 11:59pm)

Exemplary- 5 points. Gives very specific information. Minimum 200 words. Addressed all of the components of the discussion topic. Clearly indicates critical and reflective thinking. Well thought out response. No grammar or writing errors. Reads easily and is well organized. Includes at least one properly formatted in-text citation and reference.

Meets expectations- 4 points. Contains specific information. Minimum 200 words. Addresses all of the components of the discussion topic. Is relatively detailed. Shows some critical and reflective thinking. Relatively well thought out response. Few grammar or writing errors. Is reasonably well organized. Includes at least one properly formatted in-text citation and reference.

Developing- 2/3 points. Has some specific information. Addressed some of the assignment components. Not detailed. Poorly thought out response. Falls short of the required length. Did not include required citations. Execution is poor. Many grammar or writing errors. Hard to read. Poorly organized.

Poor- 1 points. Is vague and does not address all of the discussion components. No evidence of having given the topic any real thought. Falls short of the required length. Poorly written with many errors. Very difficult to read. No organization is evident. Reads like a last minute effort.

Not apparent- 0 points. No assignment submitted or submitted late.

Responses - /5 points possible

Responses (due Sunday by 11:59pm)

Exemplary- 5 points. Has responded to two classmates. Gives very specific information. Minimum 120 words per response. Addressed all of the components of the discussion topic. Clearly indicates critical and reflective thinking. Well thought out response. Includes two substantive responses to other Discussion Board posts. No grammar or writing errors. Reads easily and is well organized. Includes at least one properly formatted in-text citation and reference per response.

Meets expectations- 4 points. Has responded to two classmates. Contains specific information. Minimum 120 words per response. Addresses all of the components of the discussion topic. Is relatively detailed. Shows some critical and reflective thinking. Relatively well thought out response. Few grammar or writing errors. Is reasonably well organized. Includes at least one properly formatted in-text citation and reference per response.

Developing- 2/3 points. Only responded to one classmate. Has some specific information. Addressed some of the assignment components. Not detailed. Poorly thought out response. Falls short of the required length. Execution is poor. Many grammar or writing errors. Hard to read. Poorly organized. Did not include at least one citation and reference per response.

Poor- 1 points. Is vague and does not address all of the discussion components. No evidence of having given the topic any real thought. Falls short of the required length. Poorly written with many errors. Very difficult to read. No organization is evident. Reads like a last-minute effort.

Not apparent- 0 points. No assignment submitted or submitted late.

WRITING ASSIGNMENT RUBRIC:

Writing Assignment Grading Rubric		
Content of assignment (Student effectively addressed the elements required for the assignment, representing an appropriate level of scholarship)	40%	/40 points
Format (APA formatting)	20%	/20 points
References (References in APA formatting; student utilized the correct amount of references to substantiate position)	20%	/20 points
Grammar & Punctuation	20%	/20 points
Student Name:	Comments:	Application Assignment Grade: /100

OTHER POLICIES:**ACADEMIC MISCONDUCT**

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

ELECTRONIC DEVICES:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

COURSE CALENDAR/SCHEDULE:**COURSE CALENDAR/SCHEDULE: CRJ 133**

Week 1	Chapters 1 Discussion Board Forum 1 Discussion Board Forum 2 Writing Assignment
Week 2	Chapter 10 and Chapter 11 Supplementary Reading Material Discussion Board Forum Writing Assignment

Week 3	Chapter 4 Supplementary Reading Material Discussion Board Forum Writing Assignment
Week 4	Supplementary Reading Material Discussion Board Forum Writing Assignment
Week 5	Chapters 6 Supplementary Reading Material Discussion Board Forum Writing Assignment
Week 6	Chapter 7 Supplementary Reading Material Discussion Board Forum Writing Assignment
Week 7	Chapters 7 Supplementary Reading Material Discussion Board Forum Writing Assignment
Week 8	Chapters 8 Supplementary Reading Material Discussion Board Forum Writing Assignment

COURSE MAPPING:

Week and Title	Weekly Learning Outcome Alignment	Learning Activities and Materials (LO alignment)	Assessments (LO alignment)
Week One: Why Reports Matter	3. Apply APA guidelines to research writing (LO3) 4. Create effective legal documents (LO4)	Read <ul style="list-style-type: none"> Chapter One in Professional Writing for the Criminal Justice System (LO4) On Your Own <ul style="list-style-type: none"> Breakout Writing Exercise located on Page 10 of Professional Writing for the Criminal Justice System (LO4) 	Discussion Forum: 1. Introduction: Please take a moment to introduce yourself to your professor and fellow classmates. Be sure to address your research interests, what you or your family do during down time for fun, if you are currently employed or what career you would like to pursue, and what you hope to learn from this course over the next 8 weeks. 2. For your first discussion, explain why society needs reports. Whether

			<p>we are attorneys, are in law enforcement, corrections, health care, family services, etc., what purposes do reports serve? Why is it important to make sure reports are accurate, chronological, comprehensible, etc.? How do well written, accurate reports contribute to due process? How might reports help us manage liability? (LO3) (LO4)</p> <p>3. Peer Responses (LO3)(LO4)</p> <p>Assignment Whether you are preparing a case brief, a presentence investigation report, or a probable cause affidavit, effective writing is crucial to being a criminal justice professional. Read the box titled "Why Write" by Dr. Tonya Glantz on page six of the text Professional Writing for the Criminal Justice System. In a one to two page paper, discuss at least three key points Dr. Glantz asserts are essential for professional writers in criminal justice professions. Make sure your paper is in APA 7th edition format (title page, headings, references, etc.).</p>
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			(LO3) (LO4)
Week Two: Professional Writing Basics	3. Apply APA guidelines to research writing. (LO3) 4. Create effective legal documents . (LO4)	Read <ul style="list-style-type: none"> Chapter 10 in Professional Writing for the Criminal Justice System (LO4) Chapter 11 in Professional Writing for the Criminal Justice System (LO4) Proofreading Tips and Tricks (LO4) 20 Common Grammar Mistakes That (Almost) Everyone Makes (LO4) 	Discussion Forum 1. Reports should be proofread for errors; not only errors in accuracy, but spelling, grammar, etc. Common grammatical errors include lack of organization, run-on sentences, misspellings, and improper word choice. Why is it important to proofread and have well prepared, accurate, error free reports? What tools or options do we have to assist us with proofreading and preparing good reports? Why is it important to write in the first person, or to even state who did what? What reflection does it have on you and your agency if you write a poor report? What about a good report? Is it every okay to exaggerate or lie in reports to make ourselves look good? (LO3)(LO4) 2. Peer Responses (LO3)(LO4)

			<p>Assignment</p> <p>Correct and rewrite the following paragraph, keeping in mind the discussed concepts of clarity, brevity, and objectivity. Then, using APA 7th Ed. Formatting, address the following: How would this paragraph reflect on the person who wrote it and the agency they work for? How would a judge react to something written this poorly? How would a jury perceive a Criminal Justice Professional who wrote something such as this?</p> <p>“At 1400 I went to the station for a break it did not last long because i got a call. I responded to the call, a car crashed into a deer, I knew I wouldnt have time to eat before my shift was over accidents usually take alot of time to work The accident didn’t take as long to work as I thought it would;now I can eat my food. Its cold but I am used to eating cold food at times. I finished up my food and now its time to patrol my area...as I am driving I get dispatched to a call. When I arrive at the scene a female exits the house and tells me her boyfriend stabbed her with his pocket nive. She has several read marks on her arm. Her eye has</p>
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			<p>begin to turn black. There are traces of dried blood on her nose. I take the knife as evidence. I arrest the mail and transport him to jail because I am pretty sure he is guilty.” (LO3) (LO4)</p>
<p>Week Three: Law Enforcement Report Writing (Part 1: Police Report)</p>	<p>1. Identify the required sections of legal documents including case briefs, formal reports, and memorand as (LO1)</p> <p>4. Create effective legal documents . (LO4)</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter Four in Professional Writing for the Criminal Justice System (LO1) (LO4) How to Write Organized and Concise Police Reports (LO4) Ten Tips for Writing Police Reports Efficiently (LO4) How Not to Write a Police Report (LO4) <p>On Your Own</p> <ul style="list-style-type: none"> Exercise: Final Draft on page 50 of Professional Writing for the Criminal Justice System (LO4) 	<p>Discussion</p> <p>1. Read the following list of facts, as found on page 53 of the text, and put these facts into narrative form (making up any additional details as you need to) in the form of a police report. Then, critique one classmate’s response. Were the basic concepts of who, what, when, where, why, and how come covered? Was your classmate’s report clear, concise, and objective? If you were a jury member, would you be able to understand exactly what transpired and make a judgement as to the guilt or innocence of the defendant? (LO1) (LO4)</p> <p>Facts (adopted from page 53):</p> <p>Name: O'Reilly, Patrick</p> <p>DOB: 3/12/75</p>

			<p> BODY: Skinny HAIR: Brown COMPLEXION: Fair EYES: Brown WEIGHT: 225 ETHNICITY: Not Hispanic PLACE OF BIRTH: MA LICENSE Number: XX918 OFFICER'S NOTES: 7 Oct 2015 0118hrs Blue BMW, high rate of speed cruiser lights and siren activated, driver does not pull over Stopped after 9 telephones Called for backup Driver gave license and registration Eyes blood shot, glassy. Alcohol smell Driver admitted to a few at "The Doll House" Driver says did not stop sooner because did not hear siren or see lights Verbal insults. "This is bullshit." Field sobriety test - Checked for HGN (Horizontal Gaze Nystagmus) Probable cause - unequal pupil tracking, broke heel </p>
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			<p>to toe stance, took wrong number of steps, did not turn properly, used hands for balance, swayed while walking</p> <p>2 breathalyzer tests: two tests were in agreement.</p> <p>One was a BAC of .235 and one of .239.</p> <p>Tests were notarized.</p> <p>At station: 15 min. mandatory observation period.</p> <p>No belching, no vomit</p> <p>Verbal insult to female officer. "Honey" and "Sweetheart"</p> <p>Kept trying to make us feel bad. Talked about his children and how he would no longer be able to pay for his kids' schools. Kept saying, "You've got the wrong guy."</p> <p>Read him "Rights for Use at Station" form and if he wished to submit to a chemical test. He agreed because he said he did not believe he was drunk.</p> <p>2 Citations for speed 11+ over the speed limit and for Driving Under the Influence.</p>
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			<p>Witness statement (of police officer) sent District Court</p> <p>2. Peer Responses (LO1) (LO4)</p> <p>Activity</p> <p>Watch the linked episode of the First 48. Take notes while watching so you can write a police report from the perspective of the investigators (notes should include what happened, what the investigators did, who they talked to, what facts were present, what evidence was present, etc.). Remember that the notes should help you complete a chronological, accurate report that can be read and understood by a jury. Then, write a report as if you are an investigator in the episode. This is not simply writing a summary of the video, but writing a detailed, accurate report that you could give to a jury member (or fellow classmate) who has not seen the video and they would know exactly what happened. Remember all of the concepts we have learned so far.</p> <ul style="list-style-type: none">• Tips:• Include how the investigators were called to the scene (911 call, did an
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			<p>officer drive by, etc.) and what was reported</p> <ul style="list-style-type: none"> • What were the investigators told as soon as they arrived on the scene (remember to always include who tells who what) • What did the investigators do • How did they develop their leads • Remember the basics: who, what, when, where, why, how come • Etc. (LO1) (LO4)
Week Four: Law Enforcement Report Writing (Part 2: Search Warrant)	<ol style="list-style-type: none"> 1. Identify the required sections of legal documents including case briefs, formal reports, and memorand as. (LO1) 2. Conduct scholarly research on criminal justice topics. (LO2) 3. Apply APA 	<p>Read</p> <ul style="list-style-type: none"> • LexisNexis: Probable Cause Means Probable Cause: Why the Circuit Courts Should Uniformly Require Officers to Establish Probable Cause for Every Element of an Offense (PDF) (LO1) (LO2) • Anytown Search Warrant Template (LO4) <p>Watch</p> <ul style="list-style-type: none"> • Films on Demand: Probable Cause (LO1) • Films on Demand: Fourth Amendment Implications and Interpretations (LO2) 	<p>Discussion</p> <p>1. The criminal justice system operates on different burdens of proof. At the lowest end, a “hunch” is a mere feeling a police officer might have that something just doesn’t feel right; that crime might be afoot. At the highest end is “proof beyond a reasonable doubt,” the burden of proof that the prosecution must meet in order to secure a guilty verdict. Then, somewhere in the middle lies <i>probable cause</i>; the burden law enforcement must meet in order to effect an arrest, secure a search warrant, etc. Probable cause</p>

	<p>guidelines to research writing. (LO3)</p> <p>4. Create effective legal documents . (LO4)</p>	<p>essentially means that it is more probable than not that the defendant committed the crime in question, or it is more probable than not that evidence of the crime in question is contained inside a particular home.</p> <p>For this discussion, explain to your classmates what probable cause means to you. How is it different from reasonable suspicion and from preponderance of the evidence? What are some sources of probable cause? How would you explain probable cause to someone who has not taken criminal justice classes? (LO1) (LO3)</p> <p>2. Peer Responses (LO1) (LO3)</p> <p>Assignment</p> <p>You are a detective for Anytown Police Department. You are investigating an armed robbery of a 7/11 Gas Station. Witnesses reported seeing a male white, mid-30s, wearing white tennis shoes, blue jeans, a black hoodie, black ski mask, blue baseball hat, and yellow gloves, carrying a large revolver, enter the 7/11 and point the gun at the clerk, demanding money. The clerk handed the suspect \$500 in</p>
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			<p>various bills, placing them in a 7-11 plastic bag. The suspect ran away on foot.</p> <p>A couple of minutes after the robbery, an officer on patrol in an adjacent neighborhood observed a male white, mid-30s, wearing white tennis shoes, blue jeans, a black hoodie, blue baseball hat, carrying a bookbag, enter a house at 1234 Main St. The officer kept surveillance on the house while you conducted your investigation. During this time, the male exited the home wearing the same clothing as mentioned, although this time was not carrying the backpack. Based on the fact that this male matches the description of the robber, and the proximity to the crime both in distance and time, the officer detained the male so you could have the store clerk come to the scene and do a show up. The clerk positively identifies the male as the person who robbed him.</p> <p>You believe that the evidence of the crime and missing articles (black ski mask, yellow gloves, large revolver, \$500 in cash, 7/11 plastic bag) are currently inside of 1234 Main St.</p>
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			<p>You are charged with writing a search warrant, based on articulable facts and circumstances (aka probable cause), detailing to a judge why you want to search the residence, and for what. Make sure in your search warrant you cover the crime at hand, exactly why you think there is evidence of the crime inside 1234 Main St. (the facts that lead you to believe this), what evidence you hope to locate, where you plan to search (hint: if you are searching for a large revolver, you can search anywhere that is reasonable for a large revolver to be hidden), etc.</p> <p>Use the provided Anytown Search Warrant Template found in Moodle (LO1) (LO2) (LO4)</p>
Week Five: Legal Research and Court Report Writing	1. Identify the required sections of legal documents including case briefs, formal reports, and memorand as. (LO1) 2. Conduct scholarly	Read <ul style="list-style-type: none"> Chapter Five Professional Writing for the Criminal Justice System (LO1) How to Brief a Case (LO1) (LO2) (LO4) LexisNexis How to write a case brief (LO1) (LO2) (LO4) (PDF): Personal and Official Authority: Turn-of-the-Century Lawyers and the Dissenting Opinion (LO2) 	Discussion <p>1. When considering case law, why is reading and understanding the concurring and dissenting opinions just as equally important as reading and understanding the majority opinion? What can the dissenting opinion tell us about future decisions? Can you recall or locate any famous dissenting opinions in the history of our U.S. Supreme</p>

	<p>research on criminal justice topics. (LO2)</p> <p>4. Create effective legal documents (LO4)</p>		<p>Court? (LO2)</p> <p>2. Peer Responses (LO2)</p> <p>Assignment</p> <p>Choose a recent United States Supreme Court decision covering a topic of your choice, and prepare a case brief in the following format:</p> <ol style="list-style-type: none"> 1. Title and Citation 2. Facts of the Case <ol style="list-style-type: none"> a. Relevant Law b. Summary c. Lower Court Action d. Writ of Certiorari 3. Issues 4. Decisions (Holdings) 5. Reasoning (Rationale) 6. Separate Opinions 7. Analysis 8. Emanating Rule of Law <p>Remember to refer to the learning resources for assistance (LO1) (LO2) (LO4)</p>
<p>Week Six: Report Writing in Probation and Parole (Part 1)</p>	<p>1. Identify the required sections of legal documents including case briefs, formal reports,</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter Seven in Professional Writing for the Criminal Justice System (LO1) (LO2) (LO4) • Your Presentence Report and How to Improve It (LO1) (LO4) • (PDF): Sentencing Proceedings: Presentence Investigation Report (PDF) (LO1) (LO4) 	<p>Discussion</p> <p>1. What is the purpose of a presentence investigation report, and what are some of the most important elements? Are PSRs helpful or harmful to</p>

	<p>and memorandum as (LO1)</p> <p>2. Conduct scholarly research on criminal justice topics. (LO2)</p> <p>3. Apply APA guidelines to research writing (LO3)</p> <p>4. Create effective legal documents . (LO4)</p>	<p>On Your Own</p> <p>Page 151 of Professional Writing for the Criminal Justice System contains poorly organized notes to be used in a Presentence Investigation Report. Reorganize these notes as you see fit, avoiding bias and conclusions (LO1) (LO3) (LO4)</p>	<p>defendants? Why is it important to consider the defendant's prior criminal, social, and mental health history? Why is it important to consider alternative sentences beyond simply prison when making recommendations? (LO1) (LO2) (LO3)</p> <p>2. Peer Responses (LO1) (LO2) (LO3)</p> <p>Assignment</p> <p>Read the scenario found in the week's module detailing defendant John Smith.</p> <p>Then, complete the sample Presentence Investigation Report found in the week's module as thoroughly as possible. Make up any information that is not included in the provided scenario (such as birthdays, social security numbers, gang affiliation, etc.).. (LO1) (LO2) (LO4)</p>
<p>Week Seven:</p> <p>Report Writing in Probation and Parole (Part 2)</p>	<p>1. Identify the required sections of legal documents including case briefs, formal reports, and</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter Seven in Professional Writing for the Criminal Justice System (LO1) (LO2) (LO4) (PDF) : Risk Assessment - Targeting Risk-related Needs in the Presentence Investigation Report to Improve Offender Community Reentry(PDF) (LO1) (LO2) 	<p>Discussion</p> <p>1. When completing a presentence investigation report, the probation officer is tasked with making recommendations to the court regarding sentencing (should the defendant get prison time and how long, or be sent to treatment, a halfway house, home</p>

	<p>memorandum as (LO1)</p> <p>2. Conduct scholarly research on criminal justice topics. (LO2)</p> <p>3. Apply APA guidelines to research writing (LO3)</p> <p>4. Create effective legal documents . (LO4)</p>	<ul style="list-style-type: none"> LexisNexis: Sentencing Proceedings: Presentence Investigation Report (PDF) (LO1) (LO4) Indiana Sentencing Guidelines (LO2) 	<p>detention, fined, etc.). Because of this, these recommendations are subjective; different probation officers may recommend different things for similar cases. What are some ways that probation offices can ensure uniformity among their probation officers' recommendations? Is there ever a situation where a probation officer should make a recommendation against established guidelines? Should the system continue to use PSRs or do away with them? (LO2) (LO3)</p> <p>2. Peer Responses (LO2) (LO3)</p> <p>Assignment</p> <p>Continuing with the scenario from last week regarding John Smith, you will now complete the narrative section of the Presentence Investigation Report (found in Module resources). In this narrative section, be sure to include a summation of the case, highlighting anything you deem important. Make sure to include any recommendations you think the court should take into account (do you recommend treatment, prison time, probation, house arrest, etc.) and why. Substantiate your findings/recommendations.</p>
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			ons with this week's learning resources. (LO1) (LO2) (LO3) (LO4)
Week Eight: Criminal Justice Grant Writing	<p>1. Identify the required sections of legal documents including case briefs, formal reports, and memorand as. (LO1)</p> <p>2. Conduct scholarly research on criminal justice topics. (LO2)</p> <p>3. Apply APA guidelines to research writing. (LO3)</p>	<p>Read</p> <ul style="list-style-type: none"> Chapter Eight in Professional Writing for the Criminal Justice System (LO1) (LO2) (LO4) Grants 101 (LO1) OER Commons: Writing a strong grant proposal (LO1)(LO3) USDOJ Office of Justice Programs Current Funding Opportunities (LO2) <p>USDOJ Community Oriented Policing Services Grants (LO2)</p>	<p>Discussion</p> <p>Identify a grant available through the OJP or COPS. Detail for your classmates what the grant is for, what the application requirements are, how the government decides who is awarded the grant, etc. (LO1) (LO2) (LO3)</p> <p>Assignment</p> <p>You are the Chief of a small town police department. Recently, your city has seen a severe increase in home burglaries. You order your command to implement increased patrols in the neighborhoods. However, your department needs new police cars as the ones currently in use have over 200,000 miles and are completely worn. These cars break down quite often, resulting in long response times when citizens call 911.</p> <p>Locate a federal grant that would provide funding for new police cars. Then, follow the model found on page 184 of the text titled "Logic Modeling" and complete a grant request. (LO1)</p>

			(LO2) (LO3)
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