



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Natural Sciences and Business

COURSE: CRJ 1210 Policing in America

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): CRJ 1000

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course will explore various issues involved in the policing mission through an interdisciplinary perspective, i.e., history, economics, sociology, psychology, etc. The student will become acquainted with the basic elements of policing in America. The concept of a professional police system will be investigated and the relationship of this approach to policing in a free society will be evaluated.

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

See below

INSTRUCTIONAL METHODS:

Assigned readings

Lecture

Classroom discussion

Use of Current events

Collaborative group activities

Audio-visual presentation

EVALUATION OF STUDENT ACHIEVEMENT:

Other reading assigned reading.

Participation in discussion board forum.

Research Paper

Written exams

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

INSTRUCTIONAL MATERIALS:

Textbooks

Worrall, J., and Schmallegger (2018). *Policing*. New York, NY: Pearson. Current edition.

Resources

Educational learning videos to include: PBS Digital Learning, Tedx symposium discussions, interviews with high profile criminal justice professionals, various criminal justice agencies' educational videos.

Academic journal articles as relevant to current topic.

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Outcome #1: Students will gain an overview of the historical and philosophical development of law enforcement in a democratic society.

Competency 1.1: Students will be able to outline the significant contributions made by Sir Robert Peel to law enforcement.

Competency 1.2: Students will be able to discuss the systems of law enforcement brought from England to colonial New England and the South.

Competency 1.3: Students will be able to outline the origins of features of the criminal justice system, such as general alarms and citizens arrests; the offices of constable, sheriff, and justice of the peace; local responsibility of law enforcement; division of offenses into felonies and misdemeanors; jury by peers and due process; paid law enforcement officers; and women police officers.

Competency 1.4: Students will be able to recognize the significance of the tithing system, the Frank pledge system, Leges Henrici, the Magna Carta, the parish constable system, and the Watch and Ward system.

Outcome #2: Students will be able to conceptualize the efficacy of the law enforcement function in relation to criminal law.

Competency 2.1: Students will be able to outline and discuss the importance of the Bill of Rights.

Competency 2.2: Students will be able to discuss the differences between a crime and a tort.

Competency 2.3: Students will be able to outline what is established by the exclusionary rule.

Competency 2.4: Students will be able to discuss in a historical and philosophical manner what civil rights and civil liberties are.

Outcome #3: Students will be able explain crime in the United States and its victims.

Competency 3.1: Students will be able to outline the three major sources of crime information.

Competency 3.2: Students will be able to define index crimes.

Competency 3.3: Students will be capable of discussing the affects of crime on victims.

Competency 3.4: Students will be able to explain the classical and positivist theories of crime causation theories and the effect of these theoretical perspectives on law enforcement.

Outcome #4: Students will be able to discuss the role of contemporary law enforcement.

Competency 4.1: Students will be able to outline the five basic goals that most law enforcement agencies set.

Competency 4.2: Students will be able to outline the basic styles of policing.

Competency 4.3: Students will be able to discuss the importance and pitfalls of the use of discretion.

Competency 4.4: Students will be able to outline and discuss the types of records typically used in law enforcement.

Outcome #5: Students will gain an overview of the legal requirements involved in the daily participation in law enforcement.

Competency 5.1: Students will be able to clearly define and articulate the term probable cause.

Competency 5.2: Students will be capable of defining what a reasonable stop entails.

Competency 5.3: Students will be able to outline on what sources probable cause can be based.

Competency 5.4: Students will be able to outline the basic principles that underlie stop and frisk and what differences distinguish them.

Competency 5.5: Students will be able to discuss the significance of Terry v Ohio in relation to the fourth amendment.

Competency 5.6: Students will be able to identify justification for reasonable searches and the limitations placed on them.