

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: CRJU 110**  
**Course Title: Introduction to Policing**

**Year: 2024-2025**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

The course examines the design and implementation of police patrol operations, functions, duties, policies and procedures, and associated problems. Police discretion, use of force, liability, ethics, and landmark court cases are analyzed and applied. Contemporary cases and historic events are examined in conjunction with their roles and illustrations of police patrol methods and issues. Evolving changes within patrol operations, such as community policing, cultural diversity, and problem-solving policing are also studied. Prerequisites: Prior completion or concurrent enrollment in ENGL 100, MATH 090, and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

### **Course Context/Audience**

This course is an elective for criminal justice students and is highly recommended for those pursuing law enforcement careers. Persons interested in other criminal justice fields and related issues will also find the course informational. It is the fundamental introductory course for policing and methods of police patrol operations. A C or better grade is required for graduation from the criminal justice program. The course does not meet SUNY general education or liberal arts elective requirements, but it may be taken as an unrestricted elective by students outside the criminal justice major. Students should consult with their academic advisors for clarification.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R3 Course may be taken concurrently with RDNG 116.

### **Course Goals**

As a result of successfully completing this course, the student will

1. Learn police patrol activities, procedures and policies.
2. Learn legal issues and challenges for police.
3. Gain insight into search and seizure, deadly force and constitutional rights of the accused.

## Course Objectives/Topics

Objective/Topic	% Course
The student will learn about the history of policing and law enforcement, the promulgation of policies and procedures and the creation of crime and legal definitions.	25%
The student will learn about police ethics, effective leadership and communication and community policing.	25%
The student will learn about police methods related to officer survival, safety, the use of force, legal arrests and search and seizure.	30%
The student will learn about evidence and related court proceedings, types of criminals and sound intervention strategies.	20%

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students are provided police related problems and predicaments to analyze and solve. Individual and group critical thinking assignments and research projects are created. Library and internet databases and videos are utilized by instructors and students to analyze law enforcement approaches and problems.</p> <p>Students collect and analyze data from preferred research databases and academic journals. As they analyze problems they review multiple approaches and solutions to police related problems and challenges.</p> <p>Students work in groups on various assignments to collaboratively analyze problems. Others' analyses and solutions are discussed and evaluated in the process. Instructional activities that promote critical thinking should include lectures, discussion and films; implementation of related assignments, group discussion and projects, student presentations, and other appropriate assessment tools.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Police patrol methods and styles, pertinent laws and crime interdiction strategies are covered throughout the analysis of police patrol operations. Speakers are invited and discuss how choices and actions affect outcomes. Global perspectives, cultural differences and ethnocentric approaches in our law enforcement approaches are examined.</p> <p>Students analyze crime and criminals and how society labels and treats them. Discussion of the creation and roles of social rejection, isolation and labeling occurs and is observed through class activities and speakers as deemed appropriate by instructors. Discussion and analysis of illegal behavior, criminal records and integrity violations reveal the impacts on ability to attend college and obtain law enforcement jobs for self and others.</p>

	<p>Discussion of aggressive policing styles, conviction and sentencing rates will reveal how filling prisons and overreliance on incarceration occurs. Resulting crowding has social and physical environmental consequences. Alternatives to incarceration are analyzed.</p> <p>Instructional activities that promote social/global awareness should include lectures, discussion and films; implementation of related assignments, group discussion and projects, student presentations, and other appropriate assessment tools.</p>
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### Instructional Methods

Appropriate instructional methods for this course are lecture and group and individual discussion. Active student participation should be required. Multimedia presentations - CD Rom, Power Point slides, Web pages - are available and should be incorporated into the teaching of this course. Course topics and order of coverage should include: the history and creation of policing; defining and measuring crime; effective prevention and arrest strategies, legal and Constitutional issues for law enforcement, problems in policing.

It is recommended that instructors create a supplemental course web page through a proper platform or software support by TC3 Campus Technology.

### Methods of Assessment/Evaluation

Method	% Course Grade
Required: Written Research Assignment: each student must complete a research assignment. A large comprehensive or multiple smaller assignments may be used. For example, research papers, position papers, research reviews, annotated bibliography assignments, oral presentations with written components; group projects with written components are all permissible. The assignments must include a bibliography - the numbers of sources to be determined by the instructor. American Psychological Association (APA) style is required.	30-75%
Required: Exams or quizzes- these may include objective questions but should also include essay responses. Written take home options may be used as an alternative.	25-75%
Required: attendance and participation: periodic class assignments or homework must be given. These will involve critical thinking exercises or analyses of contemporary problems in criminal justice. Individual and group assignments should be utilized. Each instructor will have the discretion of designing these assignments.	10-30%
Optional: Presentations - individual and group presentations may be used as desired. These may involve oral and written components and may be graded as individual or group projects.	10-30%

### Text(s)

Police Operations, Karen M. Hess, 6th Edition, © 2011, Thompson Publishing (Cengage).

### Bibliography

**Kinnard, Brian. 2003 Use of Force: Expert Guidance for Decisive Force Response. Looseleaf Publications Flushing, NY**

Policing and Misconduct, Kim Michelle Lersch, Latest edition, © 2002 Prentice Hall.

Policing the Community: A Guide for Patrol Operations, P.J. Ortmeier, Latest edition, © 2002, Prentice Hall.

Walker, Jeffrey. 2002. Policing and the Law. Upper Saddle River, NJ: Prentice Hall.

Thibault, Edward, Lynch, Lawrence and McBride, R. Bruce. 2002. Proactive Police Management, 5th edition. Upper Saddle River, NJ: Prentice Hall.

Swanson, Charles, Territo, Leonard, and Taylor Robert. 2002. Police Administration, 5th edition. Upper Saddle River, NJ: Prentice Hall.

Cole, David. 1999. No Equal Justice: Race and Class in the American Criminal Justice System. New York: The New Press.

Hancock, Barry and Sharp, Paul. 2000. Criminal Justice in America: Theory, Practice and Policy, 2nd edition. Upper Saddle River, NJ: Prentice Hall.

Ronald Burns and Charles Crawford, 2002. Policing and Violence, Latest edition, Upper Saddle River NJ: Prentice Hall.

### **Other Learning Resources**

<b>Audiovisual</b>
Films available through the TC3 Media Office; You Tube videos
<b>Electronic</b>
<a href="http://www.ncjrs.org/">http://www.ncjrs.org/</a> <a href="http://www.fbi.gov/">http://www.fbi.gov/</a>
<b>Other</b>
1) The Latin Kings, Prentice Hall Videos,
2) downloadable actual police video tape: <a href="http://www.uslawman.com/Videos.htm">http://www.uslawman.com/Videos.htm</a> ,
3) Multiple short, situational videos that are available through the program chair.