

Skyline College

Community Relations

ADMJ-108 Course Syllabus ~ Fall 2009



The information in this syllabus outlines the policies, procedures, and practices that every student must know and comply with while enrolled in this course. Students should print a paper copy of this syllabus and have it available for reference. Detailed information about Skyline College Policies & Procedures is available in the *Student Handbook*, the *Course Catalog*, the *Class Schedule*, and the college web site. Please visit the professor's web page for important information about this course.

Instructor Information

Professor: Steven Aurilio
 Email: aurilios@smccd.edu
 Web: www.smccd.edu/accounts/aurilios/index.html

Building 1, 3rd Floor
 Office: 1-1309
 (650) 738-4134/Voicemail

Availability: Daily 7:15 a.m. before first class; between classes; and by appointment. Check faculty Door Card on office door or Skyline web page for hours of availability.

Course Information

Community Relations ADMJ 108	~	Section AX CRN 89549
Community Relations SOCI 108	~	Section AX CRN 89550

Days: Tuesday and Thursday	~	Classroom: Bldg. 1-1304
Hours: 11:10 am - 12:25 pm	~	Aug. 20 - Dec. 10, 2009

CATALOG DESCRIPTION:

This course is designed to provide the criminal justice student with a comprehensive understanding of the roles of administration of justice practitioners and their agencies. Principal emphasis upon professional image of the system of justice administration and the development of positive relationships between members of the system and public, with particular emphasis on police-community relations.

This is a creditable required course for students pursuing an Associate Degree and/or the vocational Certificate in Administration of Justice, and is transferable as indicated below. This course is also recommended for sociology and paralegal students, and for in-service practicing professionals who desire to broaden and develop their skills and abilities. This course is listed as ADMJ 108 and SOCI 108.

Hours: Three lecture/discussion hours per week (3.0 units).

Grading Method: Letter grade.

Recommended: Eligibility for ENGL 836.

Transfer: UC; CSU.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. *Demonstrate* their knowledge of the fundamental aspects of community relations, including familiarity with the evolution, development, and effectiveness of various philosophies and programs relating to the building and fostering of good community relations.
2. *Identify and describe* conflicting perceptions that exist regarding the role of the police in the community and how these perceptions impact community relations and the delivery of police services to the community.
3. *Recognize and analyze* the complexity of the issues surrounding community relations, especially of those involving the police, and the importance of ethics, trust, open communication, positive community interactions, and cultural awareness in a highly diverse 21st Century society.

COURSE CONTENT:

1. The Administration of Justice and the Police
2. Police Role Concept in a Changing Society
3. Police-Community Relations: An Overview
4. Public Relations and Community Relations: A Contrast
5. The Public and the Police: A Consortium of Communities
6. Relations within the Police Organization
7. Coping with the Human Experience of Being a Cop
8. The Communication Process
9. Police Discretion and Community Relations
10. Community Policing (C.O.P.)
11. The Media Link
12. Special Populations and the Police
13. Community Relations in the Context of Culture
14. The Dilemmas of Dissent and Political Response
15. Conflict Management
16. Community Participation in the New Millennium

TEXT BOOK:

Textbooks are available at the Skyline College Bookstore, first floor of Building 6, in the Administration of Justice books section located at the left rear of the store.

Required textbook: *Police Community Relations and the Administration of Justice* (7th Ed.) by Hunter, Barker, and Mayhall (Prentice-Hall Publishers) ISBN #0-13-219372-8.

Optional (but highly recommended) paper writing reference books: *Rules for Writers* by Diana Hacker; and the *American Heritage Dictionary* by Dell Publishers.

Students are expected to adequately prepare themselves before each class meeting by completing the reading assignments as outlined in the Meeting and Reading Schedule found at the end of this syllabus. Keep the schedule handy for reference.

While the primary focus of this course will be on police-community relations, the principles of the study are also applicable to other segments of the justice system.

GRADING POLICY:

Letter grades are given to all course tests and most other work; however, some course work may simply be checked as having been completed. Final course grades will be rounded to the closest appropriate letter grade, as follows:

- Tests (True-False and/or Multiple Choice) 50%
- Assignments (Short Papers and Activities) 20%
- Attendance and Tardies 15%
- Participation and Conduct 15%
- (Extra Credit - by approval only) (10%)

Total: 100%

TESTS: (50% of final grade)

There will be two tests given during the course: a *Midterm Test* and a *Final Test*. The *Midterm* will test knowledge of the first half of the course, and the *Final* will test knowledge of the second half of the course. Both tests carry the same grading weight. Students have the option of being able to refer to their notes taken during the class, but their test score will be lowered one whole letter grade. Test dates are noted in the syllabus, and students must take tests on those dates only. There is no routine "entitlement" to make up a missed test at another time. No more than one make-up test per class will be permitted. (See "Make-Up Policy.") Make-up tests are routinely lowered one letter grade, and no notes may be used.

Students are expected to prepare for tests by reviewing their class notes and text readings. Tests will consist of 100 True-False and/or Multiple Choice questions which are to be completed in 50 minutes. Extra test time will not be given for students arriving late to class on test days, so be seated and ready. Students must be prepared by having their own Scantron (Form 882-E) and #2 pencil for tests. All rules relating to "academic integrity" will apply to test taking.

For grading method, refer to the "Test Grading Scale" on professor's web page. Students will be informed of test grades at the class meeting following test dates. Students who wish to have a consultation with the professor to review their tests must arrange to do so within one week of the test date. (See professor's "Door Card" for office hours and availability.)

ASSIGNMENTS/PAPERS: (20% of final grade)

At least one "short paper" will be assigned during the course which will be letter graded. Any other assignments will receive a letter grade or may be simply checked as completed. Assignments must be properly completed and submitted at the start of class by no later than the due date, but early submissions ahead of the due date are encouraged. Late submissions will be down-graded by one letter grade for each day late. Papers will not be accepted for any reason after one week following their due date. Papers are not to be emailed or slipped under office door.

Grading: Papers are evaluated and graded according to an objective 3-point analytic essay rubric, which is accessible on the professor's web page. Use this rubric as a guide for writing papers and for reviewing grading policy. Papers are graded on:

1. Focus on Assignment & Topic Prompts ~
2. Development and Support of Position
3. Organization, Coherency, and Use of Language

Format: The following format must be used for all papers, and will be graded:

Typed, black ink on white paper	~	Double-spaced, one inch margins all around
12-point New Times Roman font	~	Number all pages at bottom center of page
Staple pages upper left corner	~	Title Page (correct format) for top page
No paper clips or report covers	~	Type question in bold above each response

Do not simply *summarize, reword, or repeat* information you've obtained about a topic, but rather *analyze, interpret, and logically discuss* your responses fully and in *your own words*. All rules relating to "academic integrity" apply to writing papers.

PLAN and ORGANIZE your thoughts *before* you begin writing your paper.

DRAFT a first copy of what you want to say. Make necessary corrections.

REVISE and EDIT your draft. Eliminate unneeded sentences or information.

PROOFREAD your paper one last time. Correct any grammar errors found.

ATTENDANCE/TARDY POLICY: (15% of final grade)

Regular attendance in class is an obligation assumed by every student at the time of registration. To receive credit for completing a course, students must attend the required number of course hours. Fall Tuesday/Thursday courses have about 34 (75-minute) meetings. Absences and tardies are tracked and graded as below:

A = 0 to 2 absences	C = 5 to 6 absences	F = 9/more absences
B = 3 to 4 absences	D = 7 to 8 absences	

Arriving late or leaving early is disruptive, discourteous, and makes a bad impression. Students with a pattern of excessive or habitual absences or tardies, for any reason, may be dropped from the course. Two tardies are counted as one absence. Students expecting to be absent, tardy, or need to leave class early must give prior notice. Do not just get up and leave class, or disappear from regular attendance. Students who disappear but remain on the enrollment at the end of the course, without prior arrangement, will be given an "F" (not an "Incomplete") for a grade.

All students must sign-in legibly on the attendance sheet at the start of class, including the last four digits of your college ID (G) number next to your name. For courses that exceed 75 minutes, there will be a break. Students must sign-in again next to their name after returning to class from the break. It is dishonest to sign-in and then leave, or to sign-in for another student who is not present. Violators will be dropped from the course. Neglecting to sign-in means being marked absent for that day. Decisions to excuse absences or tardies are at the professor's discretion. If professor is delayed, wait 15 minutes. After that, you may leave.

PARTICIPATION/CONDUCT: (15% of final grade)

Student participation, interaction, and conduct in class are graded factors and vital to the learning process. All students are encouraged to demonstrate their interest and knowledge by participating in class discussions and activities. If you are rarely (or never) heard from, an important learning opportunity is missed by all. It will also adversely affect your grade. Please join in class discussions, and courteously afford others their opportunity to be heard and participate, too.

BEHAVIORAL STANDARDS POLICY:

To ensure a safe, peaceful, and non-disruptive teaching and learning environment, standards for acceptable behavior will be enforced. Disruptive, distracting, or offensive behavior of any kind, by whatever means of expression or activity, that is deemed by the professor to be counter-productive to the behavioral standards and policies of the college will not be tolerated, and will be appropriately dealt with. *Refer to the Student Handbook's section on College Policies & Procedures.*

Examples of "disruptive" class behavior include, but are not limited to, the following:

- Laying head down, snoozing, sleeping, or inattentiveness in class.
- Constant gazing out the window, watching the clock, or "doodling".
- Using headphones, cell phones, cameras, gaming devices, or electronics.
- Chatting, reading, daydreaming, rolling of eyes as if bored, or horseplay.
- Chewing gum, eating, or drinking. (Bottled water is ok).
- Constant interrupting of others who are already speaking.
- Rude, disrespectful, discourteous, offensive, or harassing comments or actions.
- Reading, doing work for another class, or engaging in other non-course activity.
- Text messaging or net surfing on any electronic device, (i.e. laptop, cell phone.)
- Computer use for other than taking notes. (Must sit in front half of classroom.)
- Tape recording or photographing of class lectures/activities by approval only.
- Any other disruptive, inappropriate, or similar related conduct.
- I prefer no unnecessary sunglasses or hats that can interfere with eye contact.
- I prefer no attire or display of items having words, pictures, or markings that might reasonably be interpreted to be disturbing, harassing, or offensive, (i.e. relating to violence, gangs, weapons, drugs, sexual content/innuendo, etc.)

EXTRA CREDIT POLICY: (Up to 10% of final grade)

Extra Credit submissions are available to students who are currently doing "C" work or better and by prior approval and arrangement only. Work must be the student's own work effort, specifically done for and of current value to the course. Suggestions may include preparing or arranging from among the following examples:

Guest speaker presentation	~	Video tape or DVD segment
Field trip tour	~	Oral presentation

ACADEMIC INTEGRITY (Plagiarism, Cheating, and Dishonesty):

Academic dishonesty of any kind defrauds all those who depend upon the integrity of the college and its instruction. It occurs when a student attempts to show knowledge or skills which he/she does not possess, whether accomplished by intention or by carelessness. Violations will be handled according to college policies. *Refer to the Student Handbook's section on College Policies & Procedures.*

DSPS STATEMENT: (Academic Adjustments for Students with Disabilities):

Students must notify the professor at the beginning of the course of any special DSPS needs. Accommodations can only be made through the DSPS office. Contact the Disabled Student Services Program Office, Building 2; or call 650-738-4280. *Refer to the Student Handbook's section on College Policies & Procedures.*

MAKE-UP POLICY: (Tests, Assignments, Activities, etc.)

By enrolling in this course, students enter into an implicit contract agreeing to participate in all course activities at their scheduled times. Sometimes, unique circumstances may make this impossible. Make-up accommodations are not a "right" but a privilege, and may be allowed based upon the professor's evaluation of the student's unique circumstance involved. Make-up work will be downgraded one whole letter grade. No make-up tests or assignments after one week of scheduled date. No more than one test and no more than one assignment may be made-up per class.

Examples of Legitimate reasons:

Medical	Religious Observance	Court/ or Military Duty
Accident	Family/Personal Emergency	Serious Hardship (temp.)

Examples of Illegitimate reasons:

- Lack of timely preparation for the activity by the student.
- It was inconvenient, or the student forgot about the activity.
- Participation in extra-curricular activities (i.e. sports programs/practices.)
- Conflict with another class, or with work.
- Vacation, travel, entertainment, or similar personal endeavor.
- Other plans of personal convenience rather than necessity.

WITHDRAWAL POLICY:

Students must be properly enrolled in the course to receive credit. Adds and withdrawals must be done according to college policies and procedures. Notify professor of any change in enrollment status. Any student who is absent anytime during the first week of class may be dropped and replaced by a waitlisted student. *Refer to the Student Handbook's section on College Policies & Procedures.*

NOTE-TAKING:

Students are expected to be attentive and take notes during class. Notes benefit the student during the course for study and reference purposes, and after the course as a resource when applying for or working in the criminal justice field.

STUDENT CONTACT INFORMATION:



Skyline College has partnered with *Google* to provide students with email accounts. Students are to activate their college email account so that they are reachable. Please ensure that your current email and home addresses, and telephone number, are on file. Notify me and the College of any changes to your contact information.

MAKING A GOOD IMPRESSION:

It always helps to make a good impression, whether in school or in the work place, or anywhere else for that matter. Putting your best foot forward and displaying your best efforts toward reaching your goals can benefit you in many ways, now and later. So, make a good impression in class. Your success ultimately depends on YOU.

END-NOTE:


Every student is responsible for printing a **paper copy** of this course syllabus, having it with them in class, and for reading, understanding, and complying with its contents.

Steven Aurilio
Professor, Skyline College
Administration of Justice Program

MEETING AND READING SCHEDULE:

(Note: Actual page numbers may vary slightly from instructor's text edition.)

For this course, we will not have class on the following dates:

- Thursday November 12 Faculty Flex Day!
- Thursday November 27 Thanksgiving Holiday! 

<u>MEETING #:</u>	<u>DAY / DATE:</u>	<u>READINGS & ACTIVITIES:</u>
Meeting 1	Thu. Aug. 20	Registration and Orientation Course Summary & Expectations <u>First Assignment by next class:</u> Go to my web page and review all information. Print out a paper copy of the syllabus and bring it with you to next class meeting. Review yellow handout sheet. Bring a Scantron sheet & pencil.
Meeting 2	Tue. Aug. 25	<u>Chapter 1: (Read Pg. 1-17)</u> <u>The Administration of Justice and the Police</u> Short <i>Pre-Test</i> (for survey only) Introduction The Idea of Justice Justice Defined Mission of a Justice System Challenges . . . in a Free Society
Meeting 3	Thu. Aug. 27	<u>Chapter 1: (Read Pg. 17-37)</u> <u>The Administration of Justice and the Police</u> Components of U.S. Justice Sys. Structure of U.S. Police System


		Where the Police Fit in System Reality Check to End of Chapter
Meeting 4	Tue. Sep. 1	<p><u>Chapter 2:</u> (Read Pg. 38-51) <u>Police Role Concept in a Changing Society</u> Introduction Great Expectations Perception Role Concept The Police Officer's Roles Police Role Conflict Formation of Role Concepts</p>
Meeting 5	Thu. Sep. 3	<p><u>Chapter 2:</u> (Read Pg. 51-65) <u>Police Role Concept in a Changing Society</u> The Media and Role Concepts Factors & Conditions of Change Paradoxes of Police Practices Toward a Realistic Role Concept Toward a Congruent Role Elements of Change Criteria for Change Police in a Changing Society Reality Check to End of Chapter</p>
Meeting 6	Tue. Sep. 8	<p><u>Chapter 3:</u> (Pg. 66-73) <u>Police-Community Relations:</u> <u>An Overview of Pol-Com-Rel</u> Introduction Police-Community Environment Defining Pol-Com Relations Acceptance of Pol-Com Concept Acceptance as Sign of Progress Tight Finances and the Effects A Historical Perspective</p>

Meeting 7	Thu. Sep. 10	<p><u>Chapter 3:</u> (Read Pg. 74-89) <u>Police-Community Relations:</u> <u>An Overview of Pol-Com-Rel</u> Selling the Police to the People Internalizing Pol-Com Relations Systems and Communities Many "Communities" in Pol-Com Reality Check to End of Chapter</p>
Meeting 8	Tue. Sep. 15	<p><u>Chapter 4:</u> (Read Pg. 90-98) <u>Public Relations and Community</u> <u>Relations: A Contrast</u> Introduction Pub. Relations or Com. Relations? Framework for Analyzing Both Processes Involved in Activity</p>
Meeting 9	Thu. Sep. 17	<p><u>Chapter 4:</u> (Read Pg. 98-116) <u>Public Relations and Community</u> <u>Relations: A Contrast</u> Citizen Involvement Program Examples Reality Check to End of Chapter</p>
Meeting 10	Tue. Sep. 22	<p><u>Chapter 5:</u> (Read Pg. 117-134) <u>The Public and the Police:</u> <u>A Consortium of Communities</u> Introduction External Communities Internal Communities Reality Check to End of Chapter</p>
Meeting 11	Thu. Sep. 24	<p><u>Chapter 6:</u> (Read Pg. 135-143) <u>Relations within the</u> <u>Police Organization</u> Introduction Life Inside a Police Organization</p>

			<p>The Formal Organization Organizational Units The Informal Organization</p>
Meeting 12	Tue. Sep. 29		<p><u>Chapter 6:</u> (Read Pg. 144-155) <u>Relations within the Police Organization</u> Organizational Considerations Dealing with Other Employees Dealing with Subordinates Dealing with Peers Reality Check to End of Chapter</p>
Meeting 13	Thu. Oct. 1		<p><u>Chapter 7:</u> (Read Pg. 156-162) <u>Coping with the Human Experience of Being a Cop</u> Introduction Change and the Police What Policing Does to the Police Social Hazards of Policing Economic Hazards of Policing</p>
Meeting 14	Tue. Oct. 6		<p><u>Chapter 7:</u> (Read Pg. 162-179) <u>Coping with the Human Experience of Being a Cop</u> Health Hazards of Policing Coping with Being a Cop Reality Check to End of Chapter</p>
Meeting 15	Thu. Oct. 8		<p><u>Chapter 8:</u> (Read Pg. 180-193) <u>The Communication Process</u> Introduction Communication in Action The Process of Communication Modes of Interpersonal Com. Verbal and Paralanguage Cues Kinesics and Proxemics Cues Symbolic Cues</p>

Meeting 16	Tue. Oct. 13	<u>Chapter 8:</u> (Read Pg. 193-207) <u>The Communication Process</u> Official Communication Effective Listening Empathy (vs. Sympathy) Blocks to Effective Communic. Strategies of Change Reality Check to End of Chapter
Meeting 17	Thu. Oct. 15	<u>MIDTERM TEST (Chap's. 1-8)</u> <u>Assignment Paper #1 Due Today!</u>
Meeting 18	Tue. Oct. 20	<u>Chapter 9:</u> (Read Pg. 208-221) <u>Police Discretion & Com-Rel.</u> Introduction Discretion in the System Selective and Discrim. Enforce. Decision Making at Admin. Level Decision Making at Oper. Level Justifications for Selective Enf.
Meeting 19	Thu. Oct. 22	<u>Chapter 9:</u> (Read Pg. 221-234) <u>Police Discretion & Com-Rel.</u> The Question of Professionalism Legal Authority for Select. Enf. Writs of Mandamus Selective Enf. and Guidelines Structuring Police Discretion Looking Toward Tomorrow Reality Check to End of Chapter
Meeting 20	Tue. Oct. 27	<u>Chapter 10:</u> (Read Pg.235-246) <u>Community Policing (Com-Pol)</u> Introduction Police Service Models Community Policing Models

Meeting 21	Thu. Oct. 29	<p><u>Chapter 10:</u> (Read Pg.246-261) <u>Community Policing (Com-Pol)</u> Tech. Advances and Com-Pol Current Status of Com-Pol Com-Pol Applications Recommend. for Implementing Reality Check to End of Chapter</p>
Meeting 22	Tue. Nov. 3	<p><u>Chapter 11:</u> (Read Pg.262-271) <u>The Media Link</u> Introduction Massive Media Impact Community Relations Context Commitment to Crime Coverage Exploitation of Crime News Pub. Reaction to Media Coverage Conflict Between Media & Police</p>
Meeting 23	Thu. Nov. 5	<p><u>Chapter 11:</u> (Read Pg.271-294) <u>The Media Link</u> A Clear Need for Guidelines Setting Guidelines Crises Guidelines for the Media Ongoing Problems Strategies for the Future New Mutual Goals Reality Check to End of Chapter</p>
Meeting 24	Tue. Nov. 10	<p><u>Chapter 12:</u> (Read Pg.295-309) <u>Special Populations and Police</u> Introduction Special Problems for the Police: Understanding Special Groups: Young / Elderly / Handicapped / and Homeless.</p>
NO MEETING	Thu. Nov. 12	Faculty Flex Day

Meeting 25	Tue. Nov. 17	<p><u>Chapter 12:</u> (Read Pg.309-324) <u>Special Populations and Police</u> Shared Problems/Few Contrasts Problems with Programs A New Approach Reality Check to End of Chapter</p>
Meeting 26	Thu. Nov. 19	<p><u>Chapter 13:</u> (Read Pg.325-356) <u>Com-Rel in Context of Culture</u> Introduction The Cultural Context of Com-Rel Cross Cultural Factors Improving Com-Rel in Cultures Reality Check to End of Chapter</p>
Meeting 27	Tue. Nov. 24	<p><u>Chapter 14:</u> (Read Pg.357-386) <u>Dilemmas of Dissent and Political Response</u> Introduction Dissent: Catalyst of Progress Arenas for Dissent Strategies: Dissent & Response Escalation/De-escal. of Conflict Outcomes The Battle of Seattle Reality Check to End of Chapter</p>
NO MEETING!	Thu. Nov. 26	Thanksgiving Holiday! 
Meeting 28	Tue. Dec. 1	<p><u>Chapter 15:</u> (Read Pg.387-406) <u>Conflict Management</u> Introduction Maintaining Orderly Community Crises Negotiations Hostage Negotiations A Broader Concept Conflict Intervention: Com Level Reality Check to End of Chapter</p>

Meeting 29	Thu. Dec. 3	<p><u>Chapter 16:</u> (Read Pg.407-430) <u>Community Participation in the New Millennium</u> Introduction Concept of Com. Participation Develop. of Com. Participation Systems and Community Values Two Types of Com. Participation Pol-Com Rel. in New Millennium Impact of World & Nat'l Events War on Terror & Homeland Sec. Improving Pol-Com in New Mill. Choosing Community Strategies Reality Check to End of Chapter</p>
Meeting 30	Tue. Dec. 8	<p><u>COURSE EXIT SURVEY:</u> Students to complete a <i>Course Exit Survey</i> today. Bring pencil. (I will supply the Scantron form)</p> <p><u>POST-TEST:</u> Short <i>Post-Test</i> (survey only.) (Bring a Scantron and pencil.)</p> <p>Short Review for Final Test.</p>
Meeting 31	Thu. Dec. 10	<p><u>FINAL TEST (Chap's. 9-16)</u> Final Test will begin promptly at our usual starting time, so please arrive on time. You will have 50 minutes to complete the 100-question T-F Final Test. You may leave after the test. I will grade the tests right after class and have them available. Today is the last class meeting.</p>

I will be in my office (1-1309) in the mornings for the rest of this week and for the first part of next week. Course grades will not be available until they are posted by the college on Websmart, which will take about two weeks (see Semester Class Schedule for date). I cannot give out course grades before Websmart posts them.

It was a pleasure having you in my class this semester and hope to see you again in my other Administration of Justice classes next semester. Please REGISTER EARLY for next semester to ensure your space in class. See you then!

Prof. A. ☺