

ENF468 Criminal Justice Report Writing

(3 credit hours)

Course Syllabus

Course Description

This course is designed to improve writing skills that will enable a student to write a concise, effective, and professional criminal justice report. It will help them understand common issues associated with the importance that these reports have on the criminal justice process. A general introduction to interpersonal communication skills, techniques, active listening, and a strength-based approach to interviewing will be covered. Students will apply key skills, building on an individual natural style, accompanied by specific interviewing tools and skills, which will be introduced and practiced through clinical application. There will be an emphasis on the Fourth, Fifth, Sixth, and Eighth Amendments, as it directly relates to the constitutional impacts of collecting information relevant to investigations. Ethical considerations will be approached on all topics covered.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Analyze the English language as it applies to completing law enforcement reports with recognition of constitutional and ethical issues.
2. Apply the guidelines in the process of notetaking, create an outline, and then transfer that information into a professional report.
3. Create narrative case reports that directly contribute to the prosecution of criminals.
4. Understand the distinguishing elements in various types of criminal justice reports.
5. Create and complete various types of criminal justice reports successfully.
6. Evaluate the ethical and constitutional implications involving collecting information and interviewing individuals.

Required Textbook(s) and Resources

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

Morris, K. & Merson, M. (2017). *Report Writing for Law Enforcement and Corrections Professionals*. Pearson.

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.

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

Throughout the course, students will be completing a variety of activities. Each week, students will share their work and debate relevant issues in the discussion forum. Weekly assignments range from case studies to reports to journal articles. Finally, most weeks conclude with a reflection where students are encouraged to apply what they've studied and practice to their own lived experience and goals.

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
Discussions Activity 1.1 (30) Activity 1.2 (30)	Discussions Activity 2.1 (30)	Discussions Activity 3.1 (30)	Discussions Activity 4.1 (30)	Discussions Activity 5.1 (30)	Discussions Activity 6.1 (30)	Discussions Activity 7.1 (30)	240
Assignments Activity 1.3 (50)	Assignments Activity 2.2 (50) Activity 2.3 (50)	Assignments Activity 3.2 (50)	Assignments Activity 4.2 (50) Activity 4.3 (50)	Assignments Activity 5.2 (50) Activity 5.3 (50)	Assignments Activity 6.2 (50) Activity 6.3 (50)	Assignments Activity 7.2 (50) Activity 7.3 (50)	600
Reflection Activity 1.4 (25)		Reflection Activity 3.3 (25)	Reflection Activity 4.4 (25)	Reflection Activity 5.4 (25)	Reflection Activity 6.4 (25)	Reflection Activity 7.4 (35)	160
135	130	105	155	155	155	165	1000

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

- MON Activity 1.1: Writing in Criminal Justice – Initial Post

Week 1 - Reports, the English Language, and the Art of Note Taking

- WED Activity 1.1: Writing in Criminal Justice – Secondary Posts
- WED Activity 1.2: Note Taking – Initial Post
- SAT Activity 1.2: Note Taking – Secondary Posts

- SUN Activity 1.3: Case Report of an Incident
- SUN Activity 1.4: Reflecting on the Week

Week 2 - The Parts of the Narrative Case Report and English Grammar Basics

- WED Activity 2.1: Grammar Mistakes – Initial Post
- SAT Activity 2.1: Grammar Mistakes – Secondary Posts
- SUN Activity 2.2: Short Paper – Weekend Activity
- SUN Activity 2.3: Case Report/Newspaper Article
- SUN Activity 2.4: Reflecting on the Week

Week 3 - First Officer On The Scene and Different Types of Reports

- WED Activity 3.1: Responsibilities of the First Officer on the Scene – Initial Post
- SAT Activity 3.1: Responsibilities of the First Officer on the Scene – Secondary Posts
- SUN Activity 3.2: Police Reports and Communication
- SUN Activity 3.3: Reflecting on the Week

Week 4 - Traffic Summons, Tickets, and Crash Reports and Types of Statements

- WED Activity 4.1: The Miranda Rule – Initial Post
- SAT Activity 4.1: The Miranda Rule – Secondary Posts
- SUN Activity 4.2: Traffic Summons and Citations
- SUN Activity 4.3: Traffic Accident/ Crash Report

Week 5 - Misdemeanor and Felony Crimes Involving People or Property

- WED Activity 5.1: Proper Charging – Initial Post
- SAT Activity 5.1: Proper Charging – Secondary Posts
- SUN Activity 5.2: Proper Charging Decisions

- SUN Activity 5.3: Narrative Police Report
- SUN Activity 5.4: Reflecting on the Week

Week 6 - Felony Crimes Against Persons and Documentation of Use of Force

- WED Activity 6.1: Levels of Assault – Initial Post
- SAT Activity 6.1: Levels of Assault – Secondary Posts
- SUN Activity 6.2: Arrest Supplement Report
- SUN Activity 6.3: Use of Force Supplement Report
- SUN Activity 6.4: Reflecting on the Week

Week 7 - Probable Cause, Affidavits, Arrest Warrants, and Search Warrants

- WED Activity 7.1: Probable Cause – Initial Post
- THURS Activity 7.2: Search Warrants
- SAT Activity 7.1: Probable Cause – Secondary Responses
- SAT Activity 7.3: Affidavit and Complaints for Arrest
- SAT Activity 7.4: Weekly Reflection

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 or by calling 419-448-3021.

Technical Support

For Moodle support, either email 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.