

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Reporting in Criminal Justice Professions
CODE NO. : PFP204-3 **SEMESTER:** Winter
PROGRAM: Law and Security Administration
Police Foundations
AUTHOR: Language and Communication Department
DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009
APPROVED: “Angelique Lemay” Jun. 2009

	CHAIR, COMMUNITY SERVICES PROGRAMS	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	PFP104, CMM110, or CMM115	
HOURS/WEEK:	3	

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For additional information, please contact the Chair, Community Services Programs
School of Health and Community Services
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I. COURSE DESCRIPTION:

This course helps students develop clarity, accuracy and conciseness in both written and oral communications. Special emphasis is placed upon adapting tone and level of language to the intended audience. Projects help students improve their skills in locating, gathering and organizing information from professional journals and community services. The principles of writing are taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

1. Critique and edit written work recognizing quality of communication.
2. Employ the six Cs (clarity, conciseness, cohesiveness, correctness, completeness, courtesy) in all written products.
3. Plan, develop and write documents (memos, letters, reports).
4. Adapt the format, tone and diction of a communication to the needs of a specific audience in a given situation.
5. Prepare an effective job application package including the cover letter and resume.
6. Research, prepare, and deliver a workshop/oral presentation based on a specific topic.
7. Produce accurate college-level documents.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Critique and edit work recognizing quality of communication

Potential elements of the performance:

- Evaluate the effectiveness of the communication produced
- Edit and revise the content
- Recognize and correct English usage
- Respond to oral or written feedback

2. Employ the six Cs (conciseness, clarity, cohesiveness, correctness, completeness, courtesy) in all written submissions

Potential elements of the performance:

- Describe the relevance of the six Cs
- Employ the six Cs in all written submissions

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(continued)**

3. Plan, develop and write documents (email, memos, letters, reports)

Potential elements of the performance:

- Employ the writing process to produce written documents
- Plan and organize communications according to the purpose and audience
- Choose and produce the format (email, memo, letter, report) that is appropriate to the purpose
- Incorporate content that is meaningful and necessary

4. Adapt the format, tone and diction of a communication to the needs of a specific audience

Potential elements of the performance:

- Explain the principles of organization
- Recognize and apply appropriate tone in written and oral communication based on the audience
- Use the various formats of communication based on the need and purpose
- Use appropriate language in written and oral communication based on the audience

5. Prepare a job application package including the cover letter and resume

Potential elements of the performance:

- Employ the guidelines of cover-letter writing and resume writing
- Prepare and write a cover letter and resume

6. Research, prepare, and deliver a workshop on a specific topic.

Potential elements of the performance:

- Locate and collect information from a variety of sources
- Evaluate material for inclusion in written and oral reports
- Summarize and paraphrase information
- Document all sources using an accepted format (APA; MLA)
- Present information according to style and conventions required
- Prepare a project plan for the research project
- Write a public announcement introducing the workshop
- Conduct an interview in the profession to obtain research
- Rehearse the presentation
- Produce a visual aid to enhance the presentation
- Deliver a well-organized presentation individually or collaboratively
- Review oral presentation techniques
- Field questions effectively

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(continued)**

7. Produce accurate, professional documents.

Potential elements of the performance:

- Produce material, through technological means, that conforms to the conventions of the chosen format
- Ensure that the material is free of mechanical errors, using appropriate software tools
- Enhance the production of materials through computer applications
- Evaluate communications and adjust for any errors in content, structure, style and mechanics

III. TOPICS:

***Note:** These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Mechanics - grammar
2. Memo and Email Writing
3. Letter Writing
4. Cover Letter and Resume
5. Report Writing
6. Research Project
7. Oral Presentation

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. *Communications in Law Enforcement*, 3rd ed., 2006, Silvana Turpin, Prentice Hall Publishing Company
2. *Cites & Sources*, 3rd Cdn ed.; 2006; J. Haig, V. MacMillan, & G. Raikes; Thomson- Nelson - previously purchased for PFP104 and CMM115
3. Evidence Notebook D24 3.5" x 5"
4. The Language and Communication Guidelines (provided)

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING:**

(Refer also to the Language and Communication Guidelines)

1. Twenty percent of the written assignments will be completed in class under test conditions.
 - a) Mechanics
Students will be evaluated on a minimum of one assignment and/or test. The assignment and/or test is not subject to revision and resubmission (5%).
 - b) Email, Memo and Letter Writing
Students will be evaluated on a minimum of one email or memo and letter (15%).
 - c) Reports
Students will be evaluated on a minimum of four assignments including interviews, notetaking, and narrative reports (40%).
2. Cover Letter and Resume
Students will be evaluated on a written submission of a cover letter and resume (10%).
3. Research Project
 - a) Written Report
Students will be evaluated on a written submission of a research topic related to their area of study. The written report will be completed as a group and will also include the completion of a project plan, a public announcement, and an interview (20%).
The written report will include a **minimum** of:
 - 8-12 pages (Introduction to Conclusion/Recommendations)
 - three (3) sources
 - one (1) visual aidFailure to include APA documentation (in-text and on References page) will result in a grade of 0.
 - b) Oral Presentation
Students will be evaluated on the oral presentation of the written report. The research project is completed in groups and is orally presented as a group; however, each person within the group must have a speaking role (10%).

N.B. Due to the nature of the testing, students are required to contact the professor **before** the test if they are to be absent. Students, who do not contact the professor in advance, **will not** be given the opportunity to write.

In all cases, the professor will determine the order in which assignments are to be covered. Students will be notified of changes in the assignment loading and marking schemes as required.

TIME FRAME

Reporting in Criminal Justice Professions PFP204-3 involves three periods per week for the entire semester. One hour per week will take place in a computer lab. Students are expected to attend class and to participate in class activities.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**METHOD OF ASSESSMENT (GRADING METHOD)**

The following letter grades will be assigned in accordance with the Language and Communication Department Guidelines:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Law and Security Administration programs will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: Students may be assigned an “F” grade early in the course for unsatisfactory performance.

V. EVALUATION PROCESS / GRADING SYSTEM (continued):**GRADING**

Written work assigned and graded will constitute **70%** of the grade. A final research project/presentation will constitute **30%**.

Marking schemes for assignments will differ from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the outcomes of the course.

Mid-Term Grades

At **mid-term** one of the following grades will be assigned:

- S Satisfactory performance to the time of mid-term grade assignment (does not indicate successful completion of the course)
- U Unsatisfactory performance to the time of mid-term grade assignment (does not indicate unsuccessful completion of the course)
- F The course must be repeated; minimal performance has resulted in the course outcomes not being met

VI. SPECIAL NOTES:**Course Outline Amendments:**

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool (if applicable).

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.