



AJ-105: TACTICAL COMMUNICATION AND REPORT WRITING FOR LAW ENFORCEMENT

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

AJ - Administration of Justice

Course Number

105

Course Title

Tactical Communication and Report Writing for Law Enforcement

Short Title

Report Writing - Law Enforce

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides the student with the necessary skills to communicate effectively (both orally and in writing) in a clear, logical, and effective manner. The course provides practical experience and techniques in report writing, interview/interrogation, and courtroom testimony. This course is highly recommended by all public safety agencies (police, corrections, courts) due to the importance of producing thorough, accurate, and complete reports in law enforcement.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

2105.00* - *Administration of Justice

CIP Code

43.0107 - Criminal Justice/Police Science.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Examine and differentiate between the various report types that must be prepared in policing, to the crime or incident that requires such documentation. This includes but is not limited to: arrest reports, crime reports, incident reports, traffic reports and documentation of evidence.

2. Distinguish and select appropriate grammar, syntax, and vocabulary in preparing concise, accurate, and objective reports or other related documents.

3. Question and evaluate information from a variety of sources in order to incorporate the information into written and verbal reports that enable the user to objectively interpret the information.
4. Analyze and assess the basic techniques of interviewing for the preparation of written documentation of a public safety issue as well as the basic techniques of oral presentation in the court setting.
5. Scrutinize and validate information in order to create accurate and factual reports written in the third person format that contain the reportable elements of incidents based upon the student's observation and listening skills.
6. Appraise and validate when the use of slang, jargon, acronyms, and/or technical terms is appropriate when preparing a public safety report.
7. Determine barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.
8. Formulate ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will be able to identify the potential uses of written communication in all facets of the criminal justice system.
2. Students will be able to demonstrate and understand the basic steps of interviewing.
3. Students will be able to compare and contrast the different interrogation/interview strategies between a suspect, witness, and victim.
4. Students will be able to complete a written crime report utilizing several sources; victims, witnesses, suspects, any evidence located and officer observations.
5. Students will be able to examine the Constitutional Amendments known as the Bill of Rights and assess the impact each might have on the method (procedure) used or admissibility of interviews or interrogations.

Program Learning Outcomes

Learning Outcome
Demonstrate the essential qualifications for employment in the criminal justice field to include the mastery of core criminal justice principles and the ability to think critically and to speak and write effectively.
Demonstrate an understanding of personal and civic responsibility as they apply to the criminal justice system.
Demonstrate a critical awareness of race, cultural diversity, and inequality as manifested in the criminal justice system both locally and nationally and apply these understandings to both study and practice. This includes identifying transformative forces generating social change on a micro and macro level.
Demonstrate the knowledge of ethical analysis, research, and practice in applying the law, as well as the ability to reason and think critically in the application of these principles and/or laws within the criminal justice field.
Demonstrate the competency to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address both current and future issues in the practice of criminal justice.
Demonstrate a meaningful understanding of how discretion permeates every phase of the criminal justice system and create ethical dilemmas for criminal justice professionals.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Obtaining Information and Intelligence
 - a. Sources of Information
 1. Reports
 2. Records
 3. Databases
 - b. The Internet
 1. Social Media
 - c. Victims, Witnesses
 - d. Informants
 1. Informant Defined
 2. Confidential Informant
 3. Confidential Reliable Informant
 4. Establishing Reliability
 5. Legal Issues
 6. Ethical Issues
 - e. Suspects
2. Characteristics of an Effective Interviewer/Interrogator
 - a. Enhancing Communication
 - b. Barriers to Communication
 - c. Questioning Techniques
 1. Cognitive Interview
 2. The Reid Technique
 - d. Effective Questioning
 1. Direct Questioning
 2. Indirect Questioning
 3. Closed Ended Questioning
 4. Open Ended Questioning
 5. Leading Questions
 - e. Recording and Videotaping
3. The Interview
 - a. Advanced Planning
 - b. Selecting Time and Place
 - c. Beginning the Interview
 - d. Establishing Rapport
 1. Understanding Culture
 2. Racial Bias
 3. Gender Bias
 - e. Networking an Interview
 - f. Testimonial Hearsay
 - g. Statements
 1. Statements Defined
 2. Reporting Party
 3. Victim
 4. Witness
 - h. Closing an Interview
4. The Interrogation
 - a. Miranda Warning

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- b. Beach-heading
 - c. Fourth and Fifth Amendments
 - d. Selecting Time and Place
 - e. Starting the Interrogation
 - f. Approaches to Interrogation
 - g. Using Persuasion
 - h. Ethics and Deception
 - i. Third Degree Tactics
 - j. Admissions
 - k. Confessions
 - 1. False Confessions and Race, Gender, Age
 - 2. Culture
 - 3. Stereotypes
 - l. Statements
 - 1. Suspect
 - 2. Spontaneous
 - m. Scientific Aids
 - 1. Polygraph
 - 2. Voice Stress
 - 3. Hypnosis
 - 4. Criminal Profiler
5. Reports, the English Language, and Police Jargon
- a. The Case Report
 - 1. Importance of the Case Report
 - 2. Who Might Examine the Report
 - b. Agency Requirements
 - 1. Formatting
 - 2. Stating Conclusions
 - 3. Use of Deductive Reasoning
 - c. Basics of English Language
 - 1. Types of Words
 - 2. Parts of a Sentence
 - 3. Punctuation
 - 4. Misused Words
 - 5. Sentence Structure
 - 6. Abstract Language
 - 7. Chronological Order
 - 8. Passive / Active Voice
 - 9. Use of Quotes
 - 10. Police Jargon
 - 11. Objective / Subjective
 - d. Proofreading
 - e. Ethical Considerations
6. The Art of Notetaking
- a. The Process of Notetaking
 - 1. Officer Safety
 - b. Field Notes
 - 1. When to Take Notes
 - 2. What to Record

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- 3. Where to Record Notes
 - 4. How to Take Notes
 - c. Characteristics of Effective Notes
 - d. Retaining Notes
 - e. Admissibility of Notes in Court
 - f. Using a Recording Device
 - g. Investigative Photography
 - 1. Surveillance
 - 2. Aerial
 - 3. Night
 - 4. Laboratory
 - h. Admissibility of Photographs in Court
 - i. Crime Scene Sketches
 - 1. Rough Sketch
 - 2. Final Sketch
 - j. Steps to Sketching a Crime Scene
 - k. Admissibility of Sketches in Court
 - l. Dispatch Information
 - 7. Parts of the Report
 - a. Face Pages
 - 1. Main Face Page Information
 - 2. Victim Information
 - 3. Witness Information
 - 4. Suspect Information
 - 5. Vehicle Information
 - 6. Stolen/Recovered Property
 - 7. Evidence
 - 8. Crimes/Charges
 - b. Narrative
 - c. Supplemental
 - d. Follow Up
 - e. Elements of the Crime
 - 8. First Officer on Scene
 - a. First Officer at the Crime Scene
 - b. Three Major Tasks
 - 1. Ensure the Scene is Safe
 - 2. Render First Aid (if needed)
 - 3. Secure the Crime Scene
 - c. Processing the Crime Scene
 - d. Crime Scene Survey
 - 1. Initial Walk Through
 - 2. Additional Personnel
 - e. Evidence Collection and preservation
 - d. Interviewing Victims, Witnesses, and Suspects
 - 9. Types of Reports (Basic)
 - a. Crime Report
 - b. Incident
 - c. Suspicious Circumstances
 - d. Missing Person

- e. Stolen Vehicle
 - f. Domestic Violence
 - g. Traffic Collision Report
 - 1. Face Pages
 - 2. Citations
 - 3. DUI
 - 4. Injury/Non-Injury
 - h. Probable Cause Affidavit
 - i. Felony Property Crimes
 - j. Felony Person Crimes
 - k. Misdemeanor Property Crimes
 - l. Misdemeanor Person Crimes
11. Documentation Use-of Force
- a. Use of Force Defined
 - 1. Physical Presence
 - 2. Verbal Commands
 - 3. Empty Hand Techniques
 - 4. Intermediate Weapons
 - 5. Deadly Force
 - b. Use of Force Forms
 - 1. Document the subject's behavior
 - 2. Identify the Need for the Response
 - 3. Document the Type of Response
 - c. Use of Force Continuum
 - d. Content of the Report
 - e. Medical Implications
 - f. Legal Issues
 - 1. *Graham v. Connor* 490 U.S. 386 (1989)
 - 2. *Tennessee v. Garner* 471 U.S. 1 (1985)
 - 3. *Brady v. Maryland* 373 U.S. 83 (1963)
 - g. Ethical Issues
 - h. Race and/or Disparity Issues
12. Probable Cause Affidavits, Arrest Warrants, and Search Warrants
- a. The Fourth Amendment
 - 1. Reasonableness
 - 2. Probable Cause
 - b. Legal Searches
 - 1. Search with a Warrant
 - 2. Search Without Consent
 - 3. Stop and Frisk
 - 4. Search incident to Arrest
 - 5. Warrantless Search of vehicles
 - 6. Exigent Circumstances
 - 7. Plain Sense Evidence
 - 8. Open Fields/Abandoned Property
 - c. The Exclusionary Rule
 - 1. Inevitable Discovery Doctrine
 - 2. Good Faith Exception
 - 3. Fruit of the Poisonous Tree Doctrine

- d. Search Areas
 - 1. Crime scene
 - 2. Building Search
 - 3. Vehicle Search
 - 4. Suspect Search
 - 5. Dead Body Search
- e. Use of Dogs in a Search
- f. Use of Technology in a Search
- 13. Correctional Forms and Reports
 - a. Incident Reports
 - b. Inmate Disciplinary Reports
 - c. Pre-sentencing Investigative Reports
 - d. Probation
 - e. Parole
- 14. Preparing a Case for Court
 - a. The Complaint
 - b. The Preliminary investigation Report
 - c. Follow Up Reports
 - d. Statements, Admissions, Confessions
 - e. Lab and Other Reports
 - f. Photographs, Sketches, Drawings
 - g. Exculpatory Evidence
 - h. Role of the Prosecutor
 - i. Preparing the Case for Trial
 - 1. Review/Evaluate Evidence
 - 2. Review Reports
 - 3. Prepare Witnesses
 - 4. Pretrial Conference
 - 5. Final Preparations
- 15. Courtroom Testimony
 - a. Preparation
 - 1. Review Case Reports
 - 2. Appearance/Professional Dress
 - 3. Professional Demeanor
 - 4. Waiting to Testify
 - 5. Testifying Under Direct Examination
 - 6. Testifying Under Cross Examination
- 16. Computers and Report Writing
 - a. History of the Uniform Crime Reporting (UCR) process.
 - 1. UCR Indexes
 - 2. Part I Offenses
 - 3. Part II Offences
 - b. FBI - Crime Data Explorer
 - c. National Incident Based Reporting System (NIBRS)
 - d. National Crime Information Center (NCIC)
 - e. Combined DNA Index System (CODIS)
 - f. Integrated Automated Fingerprint Identification System (IAFIS)
 - g. Crime Analysis
 - e. Report Writing Software Programs

Methods of Instruction

Method

Lecture

Integration

Lectures in which course content will be presented to students to illustrate, explain, and reinforce concepts of report writing and interview/interrogation techniques. Course material may be presented in many formats; audio/visual aids, printed materials, PPT, closed captioned video, digital pictures, and/or digital slides. For example, lectures can include the importance of case law as it relates to report writing, *Brady v. Maryland* 373 U.S. 83 (1963).

DE Adaptations for MOI

Online courses will include lectures on report writing course content. Lectures can be delivered synchronously through video conferencing tools or asynchronously through the course management system (CMS). Presentation materials such as accessible digital slide presentations, closed captioned videos, external links to articles, or other accessible content may be incorporated and made available through the CMS.

Method

Papers and Reports

Integration

Papers/reports will be assigned to gauge the comprehension of course materials or a specific topic. Reports serve as exercises in which students apply learned writing concepts related to the application of report writing. These reports will address the student's ability to fully investigate and document a crime (scenario). For example, students will complete a crime report on a residential burglary. This report will include documenting the crime scene, interviewing witnesses/victims, identifying, collecting, and documenting evidence, and interrogating suspect's (if applicable). Reports will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness.

DE Adaptations for MOI

Papers/reports administered in an online format will use the course management system (CMS) functions to facilitate student submissions. Evaluation feedback of reports will be provided for students in a timely manner using the gradebook, live stream or video conferencing tools, inbox messaging, or other functions available through the CMS. Reports will be evaluated based on the following criteria: demonstration of organization and clarity, formatting, accuracy, investigative steps, understanding and application of legal concepts, and completeness. All report submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method

Role Playing/Simulation

Integration

Students will be exposed to a mock crime scene depicting a criminal incident. Students will be required to locate, identify, and document all possible evidence. Students may also be required to complete a crime scene sketch and/or take photographs of the scene. Once completed, students will complete a written report documenting what they observed. Evaluation will be based on the ability to accurately document the incident. Example: shooting scene. Role playing/simulation not only requires students to practice their notetaking, but students are also challenged with identifying the crime type, elements of the crime, crime scene investigation and ultimately documenting the incident in a report.

DE Adaptations for MOI

For online courses, students will view video scenarios depicting a crime scene depicting a criminal incident. Students will take notes on the scenario content and complete a written report on the crime with special attention to format, content, accuracy, spelling, and grammar. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Visiting Lecturers

Integration

Visiting lecturers (current or former practitioners) may speak and/or offer a presentation on a topic covered in the course content. Guest speakers in the field of law enforcement, courts, corrections, district attorney's office, forensics, or other content specialists may offer presentations face-to-face, though the course management system (CMS), or other video conferencing tools/platforms. Topics include experiences in criminal investigations and report preparation.

DE Adaptations for MOI

Visiting lecturers may speak and/or offer presentations on various topics covered in the course content (including but not limited to investigative techniques, interrogations, courtroom, sketching, crime scene photography, courtroom testimony) through a video conferencing platform or through a pre-recorded presentation that can be uploaded and made available by using accessible tools to students in the CMS. Faculty can facilitate a debriefing discussion through the video conferencing platform's chat feature or through a discussion board function in the CMS.

Method

Discussion

Integration

Discussions will be guided by faculty to examine and evaluate selected topics in the study of public safety report writing. Topics include, but are not limited to, the analysis of procedural, investigative, and evidential steps to conduct a thorough investigation, witness interviews and suspect interrogation, final preparation of the crime/incident report, and courtroom procedure to include officer testimony. Discussions may be accomplished in small or large groups, synchronous or asynchronous, using closed-captioned videos, audio/visual media, journals, articles, or discussion board forums.

DE Adaptations for MOI

Discussions will be guided by faculty to examine and evaluate selected topics in the study of public safety report writing. Topics include, but are not limited to, the analysis of procedural, investigative, and evidential steps to conduct a thorough investigation, witness interviews and suspect interrogation, final preparation of the crime/incident report, and courtroom procedure to include officer testimony. Additionally, discussions provide opportunities to exchange ideas and validate understanding of the content to include professional responsibility, ethical standards, and racial/cultural diversity as it relates to criminal procedure. Discussions will be administered through the regular use of the discussions area in the course management system (CMS), or through chat, conversations, or other group features. All online discussions will meet accessibility requirements and instructors will provide feedback weekly through the CMS.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams and quizzes will be conducted on class lecture material, key terms and definitions, case studies, and textbook reading assignments to measure the student's retention of the components of the course objectives. Subject matter will include characteristics of effective reports, parts (components of a report), grammar and punctuation, statements, note-taking, probable cause affidavits, arrest warrants, search warrants, and courtroom testimony to name a few.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through the CMS. Exams/tests will be evaluated based on the demonstration of identification, understanding, and application of major topics as described in the course content. Exams/tests will be multiple choice, true-false, fill in the blank, or short answer questions. Exams/tests will be graded (or evaluated if short answer questions) based on accuracy and completeness. Feedback for multiple choice, true-false, and fill in the blank will be immediate using the online grading system (grade book). Feedback for short answer questions will be within one week via the grade book, chat, or other accessible conferencing tools.

Method

Projects



Integration

Students will be required to complete a final project (homicide report) to evaluate the student's understanding of the course material. The project must contain all sections of a complete report to include face-pages, narrative, crime scene investigation, witness statements, suspect statement, and crime scene sketch. The project will be submitted for instructor review and grading and will be evaluated on content, accuracy, and completeness.

DE Adaptations for MOE

Projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through discussion boards, chat, or other conferencing tools. The student will be evaluated on their writing skills as well as their adherence to the requested format in their completed assignments. Final projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided within two weeks of the due date, via comments within the assignments area along with a corresponding rubric.

Method

Simulation

Integration

Students will review a video depicting a criminal incident. Students will then submit a written report documenting what they observed. Evaluation will be based on the ability to accurately document the incident. Example: armed robbery of a victim at an ATM. Video simulation not only require students to practice their notetaking, but students are also challenged with identifying the crime type, elements of the crime, crime scene investigation and ultimately documenting the incident in a report.

DE Adaptations for MOE

Students will view video scenarios depicting criminal incidents to include armed robbery, residential burglary, and assault. Students will take notes on the scenario content and complete a written report on the crime with special attention to format, content, accuracy, spelling, and grammar. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Method

Homework

Integration

Homework in the form of selected short answer questions at the end of each textbook chapter to appraise comprehension of the course material (e.g. How does the U.S. Supreme Court Case *Miranda v. Arizona* 384 U.S. 436 (1966), impact law enforcement interrogations?). Homework will be evaluated on accuracy and completeness.

DE Adaptations for MOE

Students will complete homework assignments in the form of short essay questions found at the end of each chapter in the textbook. Assignments will be posted in the assignment area of the CMS. Students will be evaluated on their ability to research and assess the topic and their successful application of the course material in the responses. Questions will be posted in the assignments or discussions areas in the CMS. Students will upload completed assignments via the CMS for instructor review and grading. Feedback will be provided through the grade book, chat, or other accessible conferencing tools in the CMS.

Assignments

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative



Assignment

Interview a police officer, deputy sheriff, probation/parole officer, corrections officer, court officer, public safety dispatcher, military police officer, TSA agent, FBI, NSA, CIA, DEA, ATF, ABC, U.S. Marshal, border patrol officer, security officer, college police/security officer, forensic tech, coroner (coroner tech), attorney (prosecution), or media person (reporter etc.) and write about them and their agency/organization. Interview questions are listed below however, you may ask additional questions if desired. Make sure to cover each of the questions listed. Interviews may be conducted in person, via phone, or via accessible audio/video recording platforms.

As part of the interview, please include an introduction (who you are interviewing, where the interview was conducted, and why you chose this person or agency) and a conclusion. The conclusion should include what you learned from the interview.

Interview assignments may be submitted in one of three formats: (1) written; (2) digital slides; or (3) audio/video presentation. You can conduct the interview: (1) in-person; (2) via phone; or (3) via accessible audio/video platforms.

Note: If you submit in the interview in written form, or via digital slides, please attach a title page (or title slide) with your name, the name of the person you are interviewing, the course, and the date/time of the interview. If you submit the interview via audio/video, please identify yourself, the person you are interviewing, the course, and the date/time of the interview.

1. Date and time of interview.
2. Where (how) was the interview held (audio/video platform/phone/in-person)?
3. Name of officer and agency.
4. Gender.
5. Age.
6. Race/ethnicity.
7. Years of experience in law enforcement and current assignment.
8. Rank.
9. Education.
10. Type of agency (e.g., municipal, county, etc.)
11. Why did you become a police officer?
12. Did you find what you expected?
13. What are the worst parts of your job? Why?
14. What are the best parts of your job? Why?
15. What are some of the difficulties working in law enforcement?
16. Are skills such as interviewing important? Why?
17. Are skills such as report writing important? Why?
18. Based on your experience, what level of education do you think police applicants should be required to possess? Why?
19. Any other questions you want to ask that are not listed.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You will write a homicide report using information assigned by the instructor as guide. This information may include accessible audio/video, digital slides, articles, website links, or other accessible content. You must report on (document and investigate) the call type, crime scenes, evidence located, victims, suspects, and witnesses, your investigation of the crime, conclusion or recommendation, and any other information you deem relevant.



You will need to complete the four main crime/incident report form pages along with the narrative portion of your report. The report narrative must be at minimum three pages, double spaced, 12-point font. Note: The crime/incident report form pages do not count toward your three-page narrative requirement.

To assist in your investigation, be sure to cover (at minimum) the below listed information.

- Notification
- Arrival/Observation
- Crime Scene #1
- Crime Scene #1 Investigation
- Crime Scene #2
- Crime Scene Investigation #2
- Victim Statement
- Suspect Statement
- Investigation
- Evidence
- Conclusion or Disposition
- Recommendation
- Other (like a sketch)

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within two weeks from the due date. All materials must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Assignment: Discuss the overall importance of remaining "objective" when conducting an interrogation, to include issues of race, gender, sexual orientation, and culture.

How assignment will be adapted in online format

Using the CMS, students will respond to a discussion board prompt (or question) regarding a specific topic relating to interview and interrogation, or report writing. Students will also respond at minimum two times to other students' posts. Students will submit their posts using the discussions area within the CMS and will receive instructor feedback through the grade book, messaging, or other accessible conferencing tools. Discussions will be evaluated on their content, relevance, and accuracy.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative



Assignment

Read and analyze the portion of the chapter covering "Probable Cause Affidavits, Arrest Warrants, and Search Warrants." Then, individually or in small groups, be prepared to analyze and discuss the differences between: (1) a probable cause affidavit; (2) a search warrant; and (3) an arrest warrant. As part of your discussion response, include how race, culture, and gender, might be impacted as a result of each.

How assignment will be adapted in online format

The reading assignment and subsequent discussions will be assigned, submitted, and graded through the course management system (CMS). Online courses should make the course material, including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the grade book, messaging, or other conferencing tools within one week of the due date. All materials must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page paper on U.S. Supreme Court Case *Brady v. Maryland* 373 U.S. 83 (1963). As part of this paper identify the facts and issues of the case, to include any impacts the case might have on the criminal justice system. In addition, consider how this case impacts report writing, courtroom testimony, and most importantly, officer credibility.

How assignment will be adapted in online format

This assignment will be assigned, submitted, and graded through the course management system (CMS). Online courses should make all course materials, to including assignment instructions, supplemental resources and materials, website links, articles, etc., available to students through the CMS. Students will submit the assignment through the assignments area in the CMS and will be evaluated on content, accuracy, and completeness. Students will receive instructor feedback through the gradebook, messaging, or other conferencing tools within one week from the due date. All materials must meet accessibility guidelines.

Course Materials

Textbooks

Morris, K., Merson, M (2017). *Report Writing for Law Enforcement and Corrections Professionals* Pearson Publishing . ISBN: 9780133350456.

Lafata, C., (2023). *Report Writing for the Criminal Justice Professional*, Cognella Academic Publishing. ISBN: 9798823320238.

Smith, B., (2024). *Police Report Writing: The Essential Guide to Crafting Effective Police Reports*, Independently Published. ISBN: 9798392329663.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes additional content related to diversity and inclusion within the course materials and in the discussion areas; specifically, as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of audience and differences when completing investigations, interviewing witnesses, interrogating suspects, and completing a report. As students are learning about these processes, it is important to include all applicable voices in their research, covered in the course materials. The class involves students of all genders and races and encourages class participation from all students. In this course, students will learn the entire process in completing a report to include the initial investigation, victim/witness interviews, suspect interrogations, crime scene investigation, sketches and photographs, and the final report. Students will also examine sensitive legal issues and form individual conclusions as to the equity of justice.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students have equal opportunities to all learning resources as well as one on one capabilities via accessible video conferencing software with the professor. Live accessible video conferencing lectures are supplemented with recorded sessions for students unable to attend, providing flexibility and inclusivity. Discussion boards are created for questions in two separate formats: student-to-professor, and student-to-student formats. Students will participate in class via discussions in asynchronous discussion using accessible CMS video conferencing software. For discussions and other activities or case studies, students can submit in one of two formats: written or via recorded video using Canvas Studio within the CMS. All Power-points will be uploaded on to Canvas for student use. Exams and/ or tests are administered fully online. They will be evaluated through CMS. The format may include multiple choice, short answer, essay, or other formats. Exams/ tests will be evaluated based on the demonstration of identification and understanding of the applications of major topics and described in the course content. This is in alignment with the learning objectives. All exams/ tests must meet accessibility guidelines. Instructor feedback will be provided via CMS, within 2 weeks. The class has been revised with the focus on accessibility. The course has been written so that the texts that have historically been marginalized become centered in the students' academic pursuits. Engagement from instructors-to-students and students-to-students will prompt students to consider equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course (AJ-105) incorporates student-to-student interaction through instructional methods and collaborative learning activities such as discussions, case report analysis and review, case studies and writing projects. Students will participate in small group discussions to review and analyze accuracy, content, and completeness relating to report writing, fostering peer learning and diverse perspectives. Collaborative projects may involve case studies where students work together to examine procedural issues relating to interviews and interrogations impacting different groups or communities, encouraging the sharing of varied ideas or insights. Online discussion forums will allow students to respond to each other's ideas, promoting critical thinking and respectful dialogue outside the classroom. Peer review sessions will enable students to give and receive feedback on assignments, enhancing their analytical skills and understanding of course material.

Explain how the course will incorporate instructor-to-student interaction.

This course (AJ-105) will incorporate instructor-to-student interaction through regular lectures, feedback, and open communication. The instructor will provide interactive lectures, encouraging questions and conversations to clarify complex concepts and principles of report preparation. Student support hours will offer students opportunities for one-on-one discussions with the instructor, addressing individual learning needs and interests (meetings can also be scheduled). Timely and constructive feedback on assignments will guide the students in their understanding of report writing procedures and techniques. The instructor will facilitate classroom and online discussions, posing thought-provoking questions and engaging with student responses to increase the learning experience. Regular announcements and check-ins will keep students informed and connected to the course.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be fostered through a variety of relevant materials and activities that require active engagement with the course content. Students will research and read key documents such as actual police reports, case files, and other related documents. Interactive assignments, such as reviewing police reports and/or analyzing case interrogations, will enable students to apply concepts to real-world circumstances. Multimedia resources, including videos, podcasts, and online simulations, will provide diverse ways to explore both techniques and issues in report writing. Regular quizzes and reflective essays will prompt students to think critically about the material and assess their understanding.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course (AJ-105) encourages student-to-self interaction by promoting metacognitive activities that help students reflect on their learning processes and personal development. Metacognition involves not only understanding the content but also understanding one's own processes and strategies for learning. Reflective articles or case studies will be assigned, where students critically examine their evolving understanding of the steps to complete a police report, and their own beliefs about what constitutes a completed



police report. Self-assessment exercises will enable students to identify their strengths and areas for improvement, setting personal learning goals. Students may be asked to complete a short paper on the significance of “exculpatory evidence” and how U.S. Supreme Court cases have influenced their rights and responsibilities as citizens, connecting the course content to their personal experiences. Class discussions will often include prompts that encourage students to consider how their identities and backgrounds shape their perspectives on issues relating to report preparation. Ultimately, the goal of this approach is to empower students to become more aware of their own learning processes and develop strategies and skills for effective learning and critical thinking that extend outside the classroom.

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