



# A&M-COMMERCE

To access COVID-19 information, please visit the [Stay Healthy Lions Webpage](#).

## 202180 CJCB 305 - 0CW COURSE SYLLABUS: Fall 2021

Instructor:	Professor Torrey E. Rhone
Office Location:	Online
Office Hours: Email/Virtual by Appointment	<i>By Appointment Request</i>
Office Phone:	972-277-1673
University Email Address:	Torrey.Rhone@tamuc.edu
Preferred Form of Communication:	Email
Communication Response Time:	Typical within 24 - 48 hours

### COURSE INFORMATION

#### Materials

Materials – Textbooks, Readings, Supplementary Readings

*\*A textbook is not assigned for this class. All reading assignments are provided with links to internet sources and/or document files*

### BSCJ WITH EMPHASIS IN LAW ENFORCEMENT LEADERSHIP DESCRIPTION

The Bachelor of Science in Criminal Justice with an emphasis in Law Enforcement Leadership (BSCJ-CJCB) at Texas A&M University-Commerce is a 100% online, competency-based program designed specifically for first responders: law enforcement, peace officers and military personnel with existing work experience, police academy training, or other certifications. Courses are offered in an accelerated format, so students can move swiftly through material they already have mastery over, and focus more attention on topics that are new and challenging to their existing knowledge base. The courses are self-paced, so students can work according to their own schedule. Students in the BSCJ-CJCB program develop practical workplace competencies that meet current and future challenges facing first responders today.

### COURSE DESCRIPTION

This course concentrates on effective communication of law enforcement and criminal justice professionals for a range of audiences: the public, media, court officials, etc. Focusing on both oral and written communication, you will improve your general public speaking abilities, apply principles of de-escalation, and understand why communication is essential to the role of police in today's society.

## STUDENT LEARNING OUTCOMES

Completion of this course provides the student with the knowledge to:

1. Describe and utilize strategies to improve general oral and written communication skills.
2. Apply effective methods that translate across organizational culture within law enforcement agencies.
3. Demonstrate principles of de-escalation in highly volatile situations.
4. Utilize tools of effective communication to enhance public speaking and engagement.

## REGULAR AND SUBSTANTIVE COURSE INTERACTION

As a general guide, students enrolled in a three semester hour course should spend one hour engaged in instructional activities and two to three hours on out-of-class work per week in a traditional semester. Students are expected to double this effort of engagement given that this course is being delivered in a seven-week term. Educational activities in this course are designed to ensure regular and substantive interaction between students and faculty to ensure that students are able to demonstrate competency.

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed:** Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

**Instructional Methods:** This course is an online course. To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) must be completed. Please contact the instructor by email for any assistance.

**Student Responsibilities or Tips for Success in the Course:** To be successful in this course, all content and course modules should be read and reviewed. All assignments and quizzes (both graded and not graded) should be completed. Please contact the instructor by email for any assistance.

## ASSESSMENT

Students must achieve 80% or higher for the both the posttest and culminating project to demonstrate competency and pass the course.

### Course Pre-test

The purpose of the pre-test is to provide a baseline understanding of your knowledge in this competency. The pre-test is required before you begin studying course materials. If you do not make at least 80% on the pre-test, students will be expected to complete assignments, quizzes, and other course content to prepare for the post-test and culminating project.

Content	Description	Value	Notes
Pre-test	This is the initial assessment in the course to provide a baseline understanding of a student's knowledge of the course content and competencies. Pretests are taken once and should be completed upon the first couple of days of a CBE academic term or entry into a course if a student is an accelerator.	100 points	Required before completing any other work in the course. The grade on the pre-test does <b>not</b> count in the final grade for this course.

### Learning Objective Quizzes

A brief assessment at the end of each module that is intended to emphasize key concepts, theories, processes, etc., introduced in the Learning Objective Module. Quizzes are not factored into the overall grade, however; they are a guide to test students knowledge retained for the module which will assist in taking the Post-test.

### Course Post-test

The end-of-course comprehensive exam that assesses student knowledge and understanding of major concepts, theories, processes, etc., in the course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Post-test	Measures your competency of learning outcomes through essay, short answer, and multiple-choice questions.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE: Friday, Oct. 22th by 5:00 PM CST</b>

If you score less than 80% on the post-test, you will have an opportunity to review the material and retake the post-test two additional times. If the posttest score is less than 80% within three attempts, students will receive a grade of "F" in the course and will be required to retake the course in the new term. Students who fail the posttest should review feedback from the instructor before reattempting the posttest.

### Culminating Project

The project assesses your knowledge of terms and the application of concepts presented in this course. A **score of 80% or higher is required** to demonstrate competency.

Content	Description	Value	Notes
Project	Measures your competency of learning outcomes the completion of a competency-based project.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE DATE: Friday, October 22th by 5:00 PM CST</b>

If students score less than 80% on the culminating project, they will have an opportunity to review the material and resubmit the project up to two additional times. If the culminating project is less than

80% within three attempts, students will receive a grade of “F” in the course and will be required to retake the course in the new term.

## GRADING

A score of 80% or higher on both the Culminating Project and Posttest is required to demonstrate competency and receive credit for the course. The following items will be used to calculate the final grade in the course.

Item	Worth
Posttest	100 points
Culminating Project Attempt	100 points
<b>Total</b>	<b>200 points</b>

### Grading Scale

A = 90%-100%

B = 80%-89%

F = 79% or Below

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

Learning Management System (LMS) Requirements:

View the [Learning Management System Requirements Webpage](#).

LMS Browser Support:

Learn more on the [LMS Browser Support Webpage](#).

YouSeeU Virtual Classroom Requirements:

Visit the [Virtual Classroom Requirements Webpage](#).

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a

backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found on the [Brightspace Support Webpage](#).

### **Interaction with Instructor Statement**

This is an online course; therefore, expect most communication to be online as well. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). The instructor will make every effort to respond to emails within 24 provided the correspondence follows the requirements listed below. Students are encouraged to check university email daily.

**All emails from students should include:**

- **Course name and subject in the subject line (ex. CJCB 305 – Posttest)**
- **Salutation**
- **Proper email etiquette (no “text” emails – use proper grammar and punctuation)**
- **Student name and CWID after the body of the email**

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty Policy](#)  
[Undergraduate Student Academic Dishonesty Form](#)

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Counseling Services**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel).

## COURSE OUTLINE / CALENDAR

Learning Objectives and Competencies	Materials to Read or Review	Assignments
<p>LO1: Objective</p> <ul style="list-style-type: none"> <li>● Describe principles of effective written, verbal, and non-verbal communication.</li> <li>● Demonstrate giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</li> <li>● Exhibit appropriate nonverbal communication during interactions with team members, supervisors, and the public.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading: Communication</li> <li>● Reading: Verbal and Non-Verbal Communication</li> <li>● Video: Five Ways to Listen Better</li> <li>● Video: The Importance of Nonverbal Cues</li>   <li>● Reading: Written Communication</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>
<p>LO2: Objective</p> <ul style="list-style-type: none"> <li>● Identify communication improvement in a policing organization.</li> <li>● Describe the impact of organizational culture on effective communication (I.e., internal and external communication strategies).</li> <li>● Describe effective communication strategies in a multi-generational workplace.</li> </ul>	<ul style="list-style-type: none"> <li>● Video: Police Communication</li> <li>● Reading: Effective Communication</li> <li>● Reading: Cultural Awareness</li> <li>● Reading: Culture and Communication Scenario</li> <li>● Reading: Tackling 4 Keys Challenges of the Multigenerational Workforce</li> <li>● Reading: Managing Multiple Generations in Policing</li> <li>● Reading: Communication across Generations in Policing</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>
<p>LO3: Objective</p> <ul style="list-style-type: none"> <li>● Describe strategies for delivering a 'negative news' message.</li> <li>● Explore how differences in perception impact de-escalation strategies.</li> <li>● Evaluate the applicability of de-escalation methods.</li> </ul>	<ul style="list-style-type: none"> <li>● Video: Policing Communication and the Value of De-escalation</li> <li>● Reading: Delivering a Negative Message</li> <li>● Reading: Perception</li> <li>● Reading: The 8 Most Effective De-escalation Techniques in Corrections</li> <li>● Reading: Crisis Communication Plan</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>

<b>Learning Objectives and Competencies</b>	<b>Materials to Read or Review</b>	<b>Assignments</b>
<p>LO4: Objective</p> <ul style="list-style-type: none"> <li>● Describe the steps in the process of planning a speech, including assessing your audience.</li> <li>● Speak with confidence using clear, concise sentences and be easily understood.</li> <li>● Describe the impact of high-quality, professional oral skills to the positive image of policing organization (also use bias-neutral speech).</li> <li>● Demonstrate performing a press conference associated with a crisis situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading: Public Speaking</li> <li>● Video: Presenting &amp; Public Speaking</li> <li>● Reading: Microsoft Powerpoint Suggestions</li> <li>● Reading: Press Conference</li> </ul>	<p>Read the material for the week. Answer any discussion questions. Complete the module quiz. (recommended)</p>
<p>LO5: Objective</p> <ul style="list-style-type: none"> <li>● Demonstrate police communications proficiency in the completion of the post-test and development/creation of the recorded 'Crisis Press Briefing' (Final Culminating Project).</li> </ul>		<p>Complete the Post-test. Submit Final Culminating Project.</p>



Rubric: CJC305 Communication  
Culminating Project

<b>Learning Outcomes</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>
Applies effective methods of communication in a policing organization.	Student masterfully addresses the crisis situation. Speaks with confidence using clear, concise sentences and is easily understood. Student exhibits appropriate nonverbal communication during the presentation; cites sources where applicable.	Student describes the crisis situation, but may have not been confident, clear, or concise or may have exhibited some nonverbal(s) that were distracting.	Student does not describe the crisis situation, and may have lacked confidence, clarity, conciseness, or exhibited nonverbal(s) that were distracting.
Applies principles of de-escalation.	Student masterfully applies de-escalation strategies in the presentation by confidently answering the Who?, What?, Where?, When?, and Why? questions within presentation. Cites sources when applicable.	Student partially applies the de-escalation strategies in the presentation, but may have missed key answers that the audience would expect to be answered.	Student does not adequately apply the de-escalation strategies in the presentation, and missed key answers that the audience would expect to be answered.
Utilizes tools to improve public speaking.	Students clearly has practiced the presentation with attention to accuracy and brevity (5 min or less) and masterfully recorded the video using a webcam or other video recording device (i.e., cellphone camera).	Student clearly has practiced the presentation but could benefit from additional attention to a accuracy/brevity professionalism.	Student has not adequately prepared for the presentation.

<b>Learning Outcomes</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>	<b>Exceptional (20 pts - 25 pts MAX)</b>
Applies high quality presentation skills to project a positive and professional image of the police organization. (i.e., dress/appearance, background/backdrop, appearance/demeanor)	Student masterfully applies presentation skills to project a positive and professional image of the police organization.	Student applies appropriate presentation skills, but more refinement could be helpful in projecting a more positive image.	Student does not apply presentation skills to project a positive image of the police organization.