



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

### **CJCB, 305, 4CW, COMMUNICATION**

COURSE SYLLABUS: Spring – Term II (3/28/2022 – 5/13/2022)

#### **INSTRUCTOR INFORMATION**

Instructor: Mathew A. Briggs, M.S.  
Office Location: Online  
Office Hours: Email or Telephone or Virtual by Appointment  
Office Phone: 1-979-220-0067 (Cell)  
University Email Address: Mathew.Briggs@tamuc.edu  
Preferred Form of Communication: **Email or Text**  
Communication Response Time: Within 24 to 48 Hours

#### **COURSE INFORMATION**

##### **Materials**

This course has been designed using Open Educational Resources (OER). All materials are embedded within the course and are accessible via the internet. After taking the pretest, students are encouraged to bookmark, download, or save materials provided via the internet for use during quizzes, assignments, and projects in this class.

##### **Supplemental Materials**

Links and files will be provided in the document sharing tab within the course.

#### **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, students will improve their 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:

*The syllabus/schedule are subject to change.*

1. Describe strategies to improve communication skills.
2. Apply effective methods of communication in a policing organization.
3. Understand principles of de-escalation.
4. Utilize tools to improve public speaking.

Additional Learning Outcomes throughout the course:

1. Critical Thinking – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Students will demonstrate an understanding of societal and/or civic issues.
3. Communications-- to include effective development, interpretation and expression of ideas through written, oral and visual communication. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
4. Empirical and Quantitative Skills - Students will be able to interpret, test, and demonstrate principles revealed in empirical data and/or observable facts

### **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.

**Acceleration Process Deadline:** The deadline to accelerate is Friday, August 13 at 5 pm. Please submit assignments to me no later than Wednesday, August 11 at 5 pm if you are attempting to accelerate so that I have ample time to grade them and provide you with a completion email for acceleration purposes.

### **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 pretest, 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	100 points	Required before completing any other work in the course. The grade
Content	Description	Value	Notes
	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.		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.

### 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: Last day of week 7, Friday by 11:59 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 competencybased project.	100 points	Required and you must score 80% or higher. You have up to three attempts. <b>DUE DATE if you want feedback for revisions: End of week 6.</b> <b>HARD DUE DATE: Last day of week 7, Friday by 11:59 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>	200 points

### Final Grade Calculation

The final grade will be assigned by taking the average Posttest and the grade of the Culminating Project.

### Grading Scale

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

F = 79% or Below

\*Students are required to achieve 80% or higher on a Posttest and on the Culminating Project to pass the course.

### 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 hours 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](#)

## **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)

## **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.

**COURSE OUTLINE / CALENDAR**

<b>Learning Objectives and Competencies</b>	<b>Materials to Read or Review</b>	<b>Assignments</b>
PRETEST	NO REVIEW NEEDED	COMPLETE ON FIRST DAY (Required)
<p>LO1: Improving Communication Skills</p> <ul style="list-style-type: none"> <li>Describe principles of communication.</li> <li>Demonstrate effective communication.</li> <li>Exhibit appropriate nonverbal communication.</li> </ul>	<p>Reading assignments (3)</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Verbal and non-verbal communication</li> <li>Written Communication</li> </ul> <p>Multimedia (2)</p> <ul style="list-style-type: none"> <li>Five ways to listen better.</li> <li>The importance of Nonverbal Cues</li> </ul>	<p>Discussion 1.1</p> <ul style="list-style-type: none"> <li>Identify verbal and nonverbal communication.</li> </ul> <p>Exercise 1.1</p> <ul style="list-style-type: none"> <li>Improving Communication Skills</li> </ul> <p>Quiz 1.1</p> <ul style="list-style-type: none"> <li>Complete the module quiz. (recommended)</li> </ul>
LO2: Effective Communication in	Reading assignments (6)	Exercise 2.1

<b>Learning Objectives and Competencies</b>	<b>Materials to Read or Review</b>	<b>Assignments</b>
<p>Policing</p> <ul style="list-style-type: none"> <li>Identify communication improvements</li> <li>Describe the impact of organizational culture on effective communication</li> <li>Describe effective strategies in a multigenerational workplace</li> </ul>	<ul style="list-style-type: none"> <li>Communication in Law Enforcement</li> <li>Cultural Awareness</li> <li>Culture and Communication Scenario</li> <li>Key challenges with the multi-generational workforce</li> <li>Managing multiple generations in corrections &amp; Effective communication with Gen Z</li> <li>Communication across generations in policing</li> </ul> <p>Multimedia (3)</p> <ul style="list-style-type: none"> <li>Police Communication</li> <li>The importance of Nonverbal Cues</li> </ul>	<ul style="list-style-type: none"> <li>Low Power and High Power Cultures</li> </ul> <p>Assignment 2.1</p> <ul style="list-style-type: none"> <li>Practice assignment only</li> </ul> <p>Quiz 2.1</p> <p>Complete the module quiz. (recommended)</p>

<p>LO3: Principles of De-escalation</p> <ul style="list-style-type: none"> <li>• Describe strategies for delivering a “negative news” message</li> <li>• Explore how differences in perception impact deescalation strategies</li> <li>• Evaluate the applicability of de-escalation methods</li> </ul>	<p>Reading assignments (3)</p> <ul style="list-style-type: none"> <li>• Delivering a Negative News Message</li> <li>• Perception</li> <li>• Crisis Communication Plan</li> </ul> <p>Multimedia (2)</p> <ul style="list-style-type: none"> <li>• The City of Ferguson Escalation</li> <li>• De-escalation techniques</li> </ul>	<p>Discussion 3.1</p> <ul style="list-style-type: none"> <li>• De-escalation in Action</li> </ul> <p>Quiz 3.1 Complete the module quiz. (recommended)</p>
<p>LO4: Public Speaking</p> <ul style="list-style-type: none"> <li>• Describe steps in the process of planning a speech, including assessing your audience</li> <li>• Speak with confidence</li> <li>• Describe the impact of high-quality, professional oral skills to the positive image of the policing organization</li> <li>• Demonstrate performing a press conference associated with a crisis situation</li> </ul>	<p>Reading assignments (2)</p> <ul style="list-style-type: none"> <li>• Public Speaking</li> <li>• Press Conference</li> </ul> <p>Multimedia (2)</p> <ul style="list-style-type: none"> <li>• Presentation Skills</li> <li>• PowerPoint Suggestions</li> </ul>	<p>Quiz 4.1 Complete the module quiz. (recommended)</p> <p>Final Course Project: <b>(Required)</b> Create a 3–5-minute video presentation to address one of the four (4) provided crisis scenarios. Use the presentation rubric provided and submit to your instructor for feedback via email. Once feedback has been reviewed and updates made, upload the presentation file.</p>
<p><b>Learning Objectives and Competencies</b></p>	<p><b>Materials to Read or Review</b></p>	<p><b>Assignments</b></p>
<p>POSTTEST</p>	<p>REVIEW ALL NECESSARY MODULES</p>	<p><b>Required</b> and you must score 80% or higher. You have up to three attempts. <b>DUE DATE if you want feedback for revisions: End of week 6.</b> <b>HARD DUE DATE: Last day of week 7, Friday by 11:59 PM CST</b></p>