INTRODUCTION TO RESEARCH OF PUBLIC SAFETY ISSUES

Group 35

Term: Fall 2014 (September 22 – October 27)
Course Number: PSM 325
Instructor: Dr. Michelle McCartney
Office: Room 100C
Office Phone: 1-773-721-0202, ext. 298 or (toll free) 1-877-700-9100, ext. 298
E-mail: mmccartney@ccsj.edu
Office Hours: By appointment
Other: 773-251-0283 cell

Instructor Background:
Dr. McCartney recently retired as a Lieutenant from the Chicago Police Department after 28 years of dedicated service. During that time she worked in several different assignments including Patrol (Districts 005, 006, 021,012, 022, 009), Tact team, Traffic Division, Legal Affairs, Research & Development, the Superintendent’s Office, and the Education & Training Division. At the academy Dr. McCartney oversaw the Continuing Education & In-Service Training Unit and the Instructional Design & Quality Control Units. She also designed and taught the CPD’s first class on Emotional Intelligence. The class was part of the leadership development program for supervisors.

Dr. McCartney is excited to re-focus her career as a full-time educator. She is joining the Public Safety Management program as an Assistant Professor. She has been an adjunct professor with the program since 2006. During that time Dr. McCartney pursued and earned her Bachelor Degree (Finance, University of Illinois at Chicago), Master Degree (Public Administration, Illinois Institute of Technology), Doctorate Degree (EdD, Loyola University Chicago), and Master of Applied Positive Psychology from The University of Pennsylvania. Obviously Michelle is a lifelong learner (or professional student) and enjoys sharing her love of learning with her students.

Course Times & Locations:
Mondays, @ IIT (Room 10-E-81) from 9:00-12:30 @ CPD Academy (2nd floor, Room/TBA) from 6:00-9:30

Course Description:
This course is designed to assist students in developing their ability to utilize applied research techniques in public safety settings. Emphasis will be placed on problem identification, the collection and analysis of primary data, and writing a formatted research report. A research paper on a selected topic will be required.

Learning Outcomes/ Competencies:
Students in this course will:
1. Demonstrate writing skills, using appropriate grammar, punctuation, style and development.
2. Conduct academic research using valid sources: Internet, Library, Journals, etc.
3. Use APA format correctly.
4. Utilize the CCSJ Public Safety Management Undergraduate Writing Manual in preparing a research paper.

Textbooks:
1. Publication Manual of the American Psychological Association, 6th edition,
2. CCSJ Public Safety Management Undergraduate Writing Manual, (updated, Fall of 2013),

Learning Strategies:
Lecture, group discussion, individual presentation, collaboration, software exploration and formatting familiarization.
Assessment:

*Formatted, Written Project* 50% of total grade
Weekly Written Assignments** 20% of total grade
Mandatory Readings*** 10% of total grade
Attendance 10% of total grade
Classroom Participation 10% of total grade

*Properly Formatted, Written Project:*
The written projects subject-matter is discussed and assigned with student/instructor input during the first two classes. The formatted projects are worth 50% of the total course grade. The project must be typed, in proper CCSJ, APA format, contain necessary components as discussed during in-class sessions… all of which will be addressed by Instructor.

**Weekly Written Assignments/Participation:**
The process of grasping the proper formatting requirements needed to successfully produce an academic work takes place throughout this course, as demonstrated by the weekly written assignments. The written assignments are due at the start of each class. Class participation is vital to any learning process. Students must be prepared to discuss the assignments as listed. Each and every student is strongly encouraged to actively participate throughout this course. Participation (or lack thereof), may affect an individual’s learning and is included in the determination of final grades.

*** Mandatory ‘Outside’ Reading:
Students are encouraged to become involved in independent readings; and are required to locate 1 program-specific reading. Outside readings are to be presented in class. Article content will be discussed on its relevance, professional impact and overall potential to be accepted and/or rejected by today’s members of the public safety community.

Grading Scale:
This course is based on a 4.0 scale. Course assignments are evaluated and converted to this scale. When the course is completed, a mean will be determined. The following rubric is utilized in determining grades…

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<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92</td>
<td>C</td>
<td>77-72</td>
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<tr>
<td>A-</td>
<td>91-90</td>
<td>C-</td>
<td>71-70</td>
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<tr>
<td>B+</td>
<td>89-88</td>
<td>D+</td>
<td>69-68</td>
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<tr>
<td>B</td>
<td>87-82</td>
<td>D</td>
<td>67-62</td>
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<tr>
<td>B-</td>
<td>81-80</td>
<td>D-</td>
<td>61-60</td>
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<tr>
<td>C+</td>
<td>79-78</td>
<td>F</td>
<td>59 &amp; below</td>
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Class Policy on Attendance:
Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. It is a serious matter when a student misses (even one) class session due to the accelerated format of this program. Additionally, attendance for this course is paramount for successful completion of the Final Project and therefore required for each and every student, each and every class session. Per program guidelines, if the student misses more than one class session, he/she will be required to withdraw from this module by contacting the CCSJ Undergraduate Academic Coordinator…as well as the instructor.

Course Policy for Assignments:
Students will have ample time to work on assignments. Assignments are turned in at the start of class. Students should be aware late assignments are accepted, but reduced by one letter grade, unless arrangements have been made between the student and the instructor. Check the syllabus for each course to see what each instructor requires.

Citation Guidelines:
Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Follett has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats
Class Policy on Electronic Devices:
With regards and respect for students, the learning process and to ensure everyone remains undisturbed while attempting to grasp the extensive amount of information of this course...all cell phones, paging devices or other electronic devices should be off or set to silent mode prior to entering classrooms.

Statement of Plagiarism:
If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Disability Services:
Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.). It is the student’s responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a “reasonable accommodation” of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

Student Success Center:
The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with faculty tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by the Library.

Withdrawal from Classes Policy:
After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.
If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student’s control. This grade is submitted by the instructor at the end of term.

CCSJ ALERT:
Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College’s website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: http://www.ccsj.edu/alerts/index.html.

School Closing Information:
Radio: WAKE/1500 AM, WGN/720 AM, WIJE/105.5 FM, WLS/890 AM, WZVN/107.1 FM, WBBM NEWS/780
TV Channels: CBS, NBC, ABC, WGN, FOX, and all other local Cable Channels

Class Schedule:

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<tr>
<th>Class #1</th>
<th>9/22/2014</th>
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<tr>
<td>Instructor-Student Introductions &amp; Syllabus Review</td>
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<tr>
<td>- Extensive Review of CCSJ Writing Manual &amp; APA Format &amp; MS Word 2010</td>
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<tr>
<td>- What final paper should contain: <em>(Title Page, Abstract, Table of Contents, Main Content, Citations, References)</em></td>
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<tr>
<td>- Discussion on Conducting Research via CCSJ library</td>
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<td><strong>Assignments Due Next Week:</strong> Topic, Formatted Title Page, CCSJ Library Research Source(s) and Read Part I of <em>The Criminal Justice Writer's Manual</em>, Chapters 1 &amp; 2</td>
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<thead>
<tr>
<th>Class #2</th>
<th>9/29/2014</th>
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<tbody>
<tr>
<td>Group Discussion on Week 1 Assignments</td>
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<tr>
<td>- Margins, Running Header, Page Numbering,</td>
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<tr>
<td>- Abstract Development: <em>(What does an Abstract do? Does an Abstract change prior to final submission?)</em></td>
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<tr>
<td>- Introduction Development: <em>(What is an Introduction?)</em></td>
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<td><strong>Assignments Due Next Week:</strong> Formatted Abstract and Table of Contents, One Page of Content, 1 Formatted Reference and Read Part II of <em>The Criminal Justice Writer's Manual</em>, Chapters 3 &amp; 5 (skip Chapter 4)</td>
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<tr>
<th>Class #3</th>
<th>10/6/2014</th>
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<tr>
<td>Group Discussion on Week 2 Assignments</td>
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<tr>
<td>- Table of Contents Development <em>(Formatting a Table of Contents)</em></td>
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<tr>
<td>- Reference Development: <em>(What is a source? What is a valid source? What is the proper format of referencing a source?)</em></td>
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<tr>
<td><strong>Assignments Due Next Week:</strong> Formatted Abstract and Table of Contents, Two <em>(additional)</em> Pages of Content, 2 Different Formatted References</td>
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| Class #4 | 10/13/2014 | Group Discussion on Week 3 Assignments  
- Literature Review (Content) Development: *(Authors/Experts, Objectivity, Factual Focus)*  
- Citations: *(Discussion on the academic responsibilities related to proper citation of sources.)*  
- Further Reference Development: *(Continuation of Week3 work on properly formatting referencing sources.)*

**Assignments Due Next Week:** Additional Page of Content (w/Citations), 2 Formatted References

| Class #5 | 10/20/2014 | Group Discussion on Week 4 Assignments  
- Quotation Use: *(What is the proper use of a quotation? How does one properly use a long quotation?)*  
- Search Engine and Data Base Use: *(Where are search engines and data bases located? How does one use the material(s) from search engines and data bases?)*  
- Final Formatting of the Reference Page  
- Ethical Academic Writing: *(What do students and institutions focus so much time and energy on formatted writing?)*  
- Final Project Discussion: *(In-Class Q & A of the entire process, format, Writing Manual, etc.)*

**Assignments Due Next Week:** Final Written Projects are Submitted & Presented next Class

| Class #6 | 10/27/2014 | Final Class Session  
- Written Project Submission  
- In-Class Presentation/Overview of Final Written Projects