



Your University of Choice

INTRODUCTION TO RESEARCH OF PUBLIC SAFETY ISSUES

Group 40 - Chicago

Term: FALL 2015 (Sept 9, 2015 – Oct 14, 2015)
Course Number: PSM 325
Instructor: Dr. Michelle McCartney
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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 001, 005, 006, 009, 012, 021, and 022), 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. 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:

Wednesdays @ IIT from 9:00am-12:30pm Rm. 3D3-1 and @ CPD Academy (2nd floor, Room 201) from 6:00pm-9:30pm

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.

Textbooks:

1. *Publication Manual of the American Psychological Association*, 6th edition,
2. *CCSJ Public Safety Management Undergraduate Writing Manual*, (updated, Fall of 2015),
3. *The Criminal Justice Student Writer's Manual* (6th Ed.). Johnson, W. A., Rettig, R.P., Scott, G.M., & Garrison, S.M. (2002). Prentice Hall. Upper Saddle River, NJ.

Learning Strategies:

Lecture, group discussion, individual presentation, collaboration, software exploration, Blackboard, and software formatting and familiarization.

Assessment:

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|---|--------------------|
| Formatted, Written Project* | 50% of total grade |
| Weekly Written Assignments** | 15% of total grade |
| Mandatory outside Reading/Presentation*** | 25% 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 project is 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.

****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/Presentation:**

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. Presentation must include one visual aide (i.e., PowerPoint presentation, brief video clip, poster board, handout, etc.). 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:

| Grade | Points | Grade | Points |
|-------|--------|-------|------------|
| A | 100-92 | C | 77-72 |
| A- | 91-90 | C- | 71-70 |
| B+ | 89-88 | D+ | 69-68 |
| B | 87-82 | D | 67-62 |
| B- | 81-80 | D- | 61-60 |
| C+ | 79-78 | F | 59 & below |

Class Policy on Attendance:

You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn’t excuse you from doing class work; you have **more** responsibilities to keep up and meet the objectives of this course.

Course Policy for Assignments:

You cannot succeed in this class if you do not turn in all your work on the day it is due. 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.

Citation Guidelines:

This course uses APA format citation guidelines to document sources quoted or paraphrased in student papers. Proper documentation avoids plagiarism.

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 you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

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

Disability Services: Disabilities Services:

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.

Student Success Center:

Required: The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can 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 the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

CCSJALERT:

Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <http://www.ccsj.edu/alerts/index.html>.

In addition, you can check other media for important information, such as school closings:

Internet: <http://www.ccsj.edu>

Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78T

TV Channels: 2, 5, 7, 9, 32

Class Schedule:

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|--------------------------------|--|
| <p>Class #1 9/9/2015</p> | <p>Instructor-Student Introductions & Syllabus Review</p> <ul style="list-style-type: none"> - Extensive Review of CCSJ Writing Manual & APA Format & MS Word 2013 - What final paper should contain: (<i>Title Page, Abstract, Table of Contents, Main Content, Citations, References</i>) - Discussion on Conducting Research via CCSJ library - Search Engine and Data Base Use: (<i>Where are search engines and data bases located? How does one use the material(s) from search engines and data bases?</i>) - Reference Development: (<i>What is a source? What is a valid source? What is the proper format of referencing a source?</i>) |
| <p>Class #2 9/16/2015</p> | <p>Group Discussion on Week 1 Assignments</p> <ul style="list-style-type: none"> - Margins, Running Head, Page Numbering, - Introduction Development: (<i>What is an Introduction?</i>) - Table of Contents Development (<i>Formatting a Table of Contents</i>) <p>Assignments Due: Topic, Formatted Title Page, CCSJ Library Research Source(s) and Read Chapters 1 & 2 of <i>The Criminal Justice Writer's Manual</i> and Chapter 3 of <i>APA Manual</i></p> |
| <p>Class #3 9/23/2015</p> | <p>Group Discussion on Week 2 Assignments</p> <ul style="list-style-type: none"> - Quotation Use: (<i>What is the proper use of a quotation? How does one properly use a long quotation?</i>) - Literature Review (Content) Development: (<i>Authors./Experts, Objectivity, Factual Focus</i>) - Citations: (<i>Discussion on the academic responsibilities related to proper citation of sources.</i>) <p>Assignments Due: One Page of Content (w/citations) 1 Formatted Reference and Browse Chapters 3 & 5 & 6 of <i>The Criminal Justice Writer's Manual</i> (skip Chapter 4)</p> |
| <p>Class #4 9/30/2015</p> | <p>Group Discussion on Week 3 Assignments</p> <ul style="list-style-type: none"> - Citations: (<i>Discussion on the academic responsibilities related to proper citation of sources.</i>) - Further Reference Development: (<i>Continuation of Week3 work on properly formatting referencing sources.</i>) - Abstract Development: (<i>What does an Abstract do? Does an Abstract change prior to final submission?</i>) <p>Assignments Due: Formatted Table of Contents, Two (<i>additional</i>) Pages of Content (w/citations) 2 Different Formatted References</p> |
| <p>Class #5 10/7/2015</p> | <p>Group Discussion on Week 4 Assignments</p> <ul style="list-style-type: none"> - Final Formatting of the Reference Page - Ethical Academic Writing: (<i>What do students and institutions focus so much time and energy on formatted writing?</i>) - Final Project Discussion: (<i>In-Class Q & A of the entire process, format, Writing Manual, etc.</i>) <p>Assignments Due: Additional Page of Content (w/citations), 2 Formatted References, Formatted Abstract</p> |
| <p>Class #6 10/14/2015</p> | <p>Final Class Session</p> <ul style="list-style-type: none"> - Written Project Submission - In-Class Presentation/Overview of Final Written Projects |