

#10579
Fall 2014

CJS K253

**Interpersonal Dynamics
for Criminal Justice Professionals**

Wednesday 6:30 - 9:15
D221

psauter@trcc.commnet.edu

**Office Hours T/Th 10:30-12:30
 &
 1:30-3:00
 860 215-9468**

Text: Fritz (et al), 2005. Interpersonal Skills for Leadership
Students MUST have access to internet and school email

Course Goals and Objectives:

Students will explore themselves within the context of the Criminal Justice Professions.

- Identify and articulate their communication weaknesses and strengths
- Analyze areas of prejudice and personal dislikes
- Articulate their stressors and explore ways to minimize the impact of stress on them physically, emotionally and cognitively.
- Assess their effectiveness within group processes
- Discuss their leadership skills and potentials

To analyze and evaluate argumentation and persuasion to evaluate, improve, refine, and refute it.

- To acquire and analyze information to determine its quality and utility.
- To recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.
- To summarize, analyze, evaluate and use argumentation and persuasion.
- To utilize inductive and deductive thought processes.

To assess what information is needed to answer questions and solve problems and to retrieve, evaluate, and use that information effectively.

- To identify information needed to answer questions
- To access information efficiently
- To evaluate information and its sources for specified purposes
- To apply ethical, social and legal principles when accessing and using information.

To understand and convey ideas in diverse contexts using reading, writing, speaking and listening

- To comprehend and evaluate written passages.
- To write clearly.
- To speak clearly.
- To understand lectures, arguments, and other speech.

- 8/27 “Do you want to be a positive influence? First, get your life together” (Fritz, 2005, p85)
Review of Syllabus, course goals and student expectations
- 9/3 Know your name//Group Listening Read Chapter 1
Communication Forms
- 9/10 The “Self”/Self Perceptions *discuss essay assignment* Read Chapter 4
- 9/17 What is culture? Influences of Culture on Communication
Cross Cultural Communication// writing out of class
- 9/24 Masks/ processing Essay on Cross Cultural Communication due
Dots/ processing
- 10/1 Listening Read Chapters 2 & 6
Hearing
- 10/8 Values Game Essay on Self Perceptions Due and discussed
The Next Step: Strategic Planning EXAM Distributed
- 10/15 Planning Session
- 10/22 Planning Session
Submit Plan @ end of class
- 10/29 Exam Due Review Student syllabus planning process individual reflection on process due

Students complete the syllabus through strategic planning sessions

Essay on Cross Cultural Communication: 10%

Students will read and analyze materials in packet and synthesize into essay form

Essay on Self: 10%

Discuss with a person close to you how they perceive your presentation of self. Within that conversation discuss how that person perceives your ability to communicate effectively. Reflect on these questions:

1. How do you choose to be seen by others?
2. Do they see you as you would choose to be seen?
3. Will this persona work effectively within the many divergent arenas you will find yourself in as you become part of a Criminal Justice Profession?
4. What do you plan to do this semester to become more aware of self and an effective communicator?

Reflective writing/ Planning Process 10%

Exam: 20%

Remainder of assignments and grade points to be determined as part of the Strategic Plan.

Statement Regarding Digication and Assessment

All students are required to maintain an online learning portfolio using a Three Rivers Community College designed template; e-portfolio/digication

Please be advised that the Three River's General Education Assessment Team will select random works from the student submissions.

Criminal Justice Students are urged to select the privacy level restricted to viewable by self or viewable by Three Rivers Community. Avoid placing your documents on the internet.

You will locate the e-portfolio-digication tutorial by accessing the

- TRCC homepage
- Clicking the link to learning resources.
- Scrolling to e-portfolio/digication icon.

You will enter Cross Cultural Essay into e-portfolio/digication

Failure to enter Cross Cultural Communication essay into your e-portfolio will result in a loss of 25% of your essay grade.

Please submit proof of submission with your essay.

Institutional and course policy statements:

Disabilities Statement:

Disabilities Statement

Students with disabilities are guaranteed reasonable accommodation under the provision of the ADA of 1992. Disclosure of a disability must be voluntary. In instances where students have disabilities that are not discernable, valid and reliable documentation to verify eligibility for accommodation is required and must be submitted to the Student Development offices of Student Services. Please call 383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

Final Grade Scale

A	=	94 - 100
A-	=	90 - 93
B+	=	87 - 89
B	=	83 - 86
B-	=	80 - 82
C+	=	77 - 79
C	=	73 - 76
C-	=	70 - 72
D+	=	67 - 69
D	=	63 - 66
D-	=	60 - 62
F	=	00 - 59

W	=	Withdrawal
I	=	Incomplete
P / F	=	Pass / Fail
AU	=	Audi

College Withdrawal Policy

Withdrawal

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the College. **The deadline for Withdrawal Fall 2014 is December 8, 2014**

*******Instructor's Attendance Policy*******

Consistent attendance at class meetings is crucial to success in this course.

You are expected to attend all classes in order to receive full benefit from instruction.

Gratuitous cutting is strongly discouraged. Your instructor will counsel you to withdraw if you exhibit poor attendance and or punctuality. Poor attendance is defined as anything beyond 6 hours of class. You are urged to contact your instructor prior to missing a class.

YOU are responsible for all lecture or class notes and all work missed during your absence. YOU are encouraged to get contact information from a classmate to ensure you have access to all missed material.

Academic Dishonesty

Definitions of Academic Dishonesty

General Definition

(Student Discipline Policy, section 2:10, Board of Trustees of Connecticut Community Colleges)

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork environment

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to

accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor (e) violating the ethical principles common to professional researchers, including violation of confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research

Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

Early warning notification:

Students experiencing academic difficulty and/or chronic absenteeism will be notified of their class standing.