

Course Syllabus - Distance Learning

Portland Community College, Portland, OR

This syllabus is a written contract between you and myself, your instructor. Please read it carefully and contact me if you need further clarification. If you decide to continue in this course, it means that you have thoroughly read the syllabus and accept all requirements as stated.

Course Information

- **Course Title:** Cultural Diversity in Criminal Justice Professions
- **Course Number:** CJA 101
- **CRN:** 41293
- **Credits:** 3
- **Term:** Fall 2023
- **Course Prerequisites:** WR 121 Recommended

Instructor Information:

- **Instructor:** Aaron T. Olson, M.Ed.
- **Email:** use MyPCC email system from the Classlist: aolson@pcc.edu
- **Phone:** 971-409-8135
- **Web:** <https://atolson.com/>
- **Office Location:** Virtual Office
- **Office Hours:** Virtual Appointment - email: aolson@pcc.edu
- **School Address:** Portland Community College, 12000 SW 49th Ave., Portland, OR 97219

Communication Guidelines

Best Way to Contact me

Communicate by using the D2L Brightspace e-mail system which can be accessed from the Classlist. You can use it to send an e-mail to your instructor and/or classmates.

You must include a relevant subject in the "Subject:" or "RE:" section of your e-mail. The subject must include the class you are taking, your name, and the topic of your message.

Example email subject line: **CJA 101 - Question-John Smith**

If your question or comment would be of interest to other students, please post it to the Discussions area. This way other participants can help answer questions, and all participants will benefit from the answers. Please refer to the information on "netiquette" in the introductory module for guidelines governing the content of written communications. Your first communication assignment is to introduce yourself in the discussion topic "Introductions."

Response from Instructor

I will be checking email in D2L Brightspace daily on weekdays. If you contact me by email and don't give me a proper subject, expect a delay or no response. Email sent on weekdays will be answered within 24 hours. Email sent over the weekend will be answered the following Monday.

Course Description

This accredited and transferable course provides a comprehensive familiarization with communication styles, customs, language and behavior patterns of various cultures, ethnic groups and non-traditional populations as employed by and encountered by criminal justice professions; including police, corrections, parole and probation, juvenile and adult caseworkers, private security, loss prevention, private investigators and 911 communications.

Students participating in this course will study the history and impact of prejudice, discrimination and racism within the criminal justice system. Students will learn the importance of relating to all segments of the communities they serve in a fair and unbiased manner. The knowledge of various populations will enhance the quality of criminal justice services, individual officer safety, and increase the understanding and empathy in the process of improving criminal justice services-citizen contacts. Refer to the [Course Content and Outcome Guide](#) for more information.

Special Note : This course is required for all criminal justice certificate, degree and transfer students.

Learning Outcomes

- 1) Communicate with individuals using verbal and non-verbal methods that recognize diverse cultures, ethnic groups and non-traditional populations.
- 2) Assess social problems and their dynamics within a multicultural context using critical thinking skills.
- 3) Perform functions in a criminal justice profession with respect for diversity and the negative impact of racial profiling and discrimination on society.

For more information, please go to the [Course Content and Outcome Guide](#) for this course.

Instructional Approach

This course is arranged chronologically and employs a modular design. Each week, students should complete all assignments listed in that week's lesson module. These modules will appear directly on the homepage during the week they are due, and are also available by clicking "Content" on the course navigation bar.

Due dates for each week's assignments will be listed within the module itself, as well as in the "Course Calendar" which is also available in the "Course Information." Assignments within the modules may direct students to use many of the tools contained in Brightspace, including the Assignment, Discussions, and Quizzes. These tools will be accessible both from within the weekly content modules, as well as from the course navigation bar.

Activities, Assignments and Assessments

Course work will include: completing all tasks in each module; reading the assigned textbook chapters, identifying the chapter learning objectives for each module; reading the CARE Approach literature and slides; viewing other literature and slides as needed; completing a test after each module (combination multiple choice and true/false test); participating in graded weekly discussions; and completing a term paper assignment. More information on the tests, weekly discussions and the term paper assignment will be examined in their individual sections of this syllabus.

As a courtesy, your instructor has inserted the chapter power points to make the learning process more visual friendly and stimulating for students in each module. The power points don't cover all of the details and information that the textbook provides. You will still need to read the weekly chapters. When it comes to test time, you will be able to locate the answers in the textbook and not in the power points.

Checklist for Assignments

The purpose of the [Checklist for Assignments](#) is to assist all students in their learning experience so they may be able to maximize the amount of points for all three assignments in this course. Coursework includes the weekly discussions, weekly quizzes/tests and the term paper assignment. It is recommended students read the syllabus for this course and then go through each section on

this checklist and check off the steps and questions that are applicable to the assignments for each week. The value of this checklist is the benefit it serves to all students before and after they submit their assignments for evaluation and assessment.

Participation Expectations

Students in this course are expected to enter the course at least 3 times a week to work on the modules, check email, and participate in discussions. Prompt participation in discussions is especially important when group work is involved since others in your group are depending on your input. Each time you log into the course be sure to check for any new announcements, email and discussion messages, and calendar postings.

Instructional Materials

Textbook(s) and other Resources

- The course textbook is Multicultural Law Enforcement: Strategies for Peacekeeping in a Diverse Society, 7th Edition by Robert M. Shusta, Deena R. Levine and Aaron T. Olson. [Pearson](#) is the publisher. The textbook is available to order online through the PCC bookstore, [Pearson](#) or from any online bookstore vendor.
- [LGBTQIA Resource Center Glossary](#)
- Videos that are identified in the Discussions and Modules

Software/ Hardware / Equipment / Technical skill expectations

- Microsoft Office or equivalent (Google Docs, iWork, etc). You must be able to save files as doc, docx, rtf, or pdf format.
- Calculator
- Firefox, Chrome, or Safari browser
- You must be able to work with documents and upload to Assignments in D2L. [Directions to use Google Drive in Brightspace](#).
- The [technical requirements](#) for most online classes include access to a computer with a modern operating system and a [supported web browser](#)

Graded Assignments

For more information, please go to the [PCC Grading Guidelines](#).

Discussions

There are 10 Weekly Learning Module Discussions and each learning module has its own topic of discussion with instructions and details for the criteria. Discussions are important for promoting and fostering student critical thinking. Discussions have two parts; part one consisting of responding to a question and then part two consisting of commenting on another student's original post. Each part is worth 50 points and answering only one part will result in a letter grade of "F." Incomplete responses will lose points and unless indicated otherwise, students are expected to provide a minimum of five complete sentences in each part. Each sentence is worth 10 points. Discussions which are fully answered with substance will receive the maximum value of points (Possible of 100 = Letter Grade). Part one is due no later than 11:59 PM, on Thursday evenings and part two is due no later than 11:59 PM, on Sunday evenings.

It is recommended students write their individual posts in Microsoft Word or another word processing program. Check for spelling, grammar, punctuation and sentence flow. Save both parts of the weekly discussion to your computer before posting in D2L. After posting, you can view your posting on D2L and make edits as needed. If you determine you are short of the minimum sentences or didn't answer the question, you are allowed to add more sentences in the thread of your post. This opportunity is allowed for both parts of your Weekly Discussion. It is the student's individual responsibility to make sure their discussions are posted and to keep their own archived copy.

As your instructor, I will provide information in your Weekly Discussions which will help you in this course but will also assist you in your interested field of criminal justice or related public safety employment. Ultimately, the Weekly Discussions are an opportunity for all of us to talk, comment, ask questions, and provide opinions. It is important to note that the Weekly Discussions are not a forum for bashing any cultural group, emergency services profession or using any offensive/hate speech. There are no provisions to make-up more than one missed Discussion due to it involving student interaction and feedback.

The Weekly Learning Discussions are:

1. Introduce Yourself
2. Chapter 1 - Multicultural Communities: Challenges for Law Enforcement and the Changing Law Enforcement ; view the video [Police and Calling 911 Presentation to Immigrants and Refugees: Part 1](#); and Chapter 2 - The Changing Law Enforcement Agency: A Microcosm of Society
3. The CARE Approach literature, videos, and critiques
4. Chapter 4 - Cross-Cultural Communication for Law Enforcement
5. Chapter 5 - Law Enforcement Contact with Asian/Pacific Americans and section of European Americans in Chapter 1
6. Chapter 6 - Law Enforcement Contact with African Americans and Chapter 7 - Law Enforcement Contact with Latino/Hispanic/Americans
7. Chapter 8 - Law Enforcement Contact with Arab Arab Americans and Other Middle Eastern Groups and Chapter 9 - Law Enforcement Contact with Native Americans
8. Chapter 10 - Law Enforcement Contact with Gangs, Victims of Human Trafficking, the Homeless, and the Mentally Ill
9. Chapter 11 - Hate/Bias Crimes
10. What Actions Will You Take?

Homework

Homework consists of the student completing all tasks in each weekly module.

Quizzes

There are nine tests and they all have scheduled times and dates reflected in Quizzes and the Course Calendar. The tests are generated from the learning objectives and all content from each chapter reading assignment/and added literature the instructor includes in the module. A test will be offered at the end of each learning module and will consist of a combination of multiple choice and true/false questions. Tests will vary in number between 20 to 25 questions and each test has a maximum value of points (Possible of 100 = Letter Grade). Students are allowed 60 minutes to complete the tests and the use of their textbook will be permitted. Students must complete the individual tests by themselves and are not allowed to receive assistance from another person. Further, saving or making a copy of any portion of the tests is strictly prohibited. Unless indicated otherwise tests will be available from Mondays through Sundays. Due to the complexity of the content in this course students will have the opportunity for two attempts during the testing session and the highest score will be recorded.

Students will be able to learn their test scores after submitting their tests but will not be able to access the individual test questions after the test is completed. This is due to maintaining the academic integrity and security of the test. Students are encouraged to contact the instructor for follow-up questions after each test.

Exams

The quizzes will be the exams.

Term Paper Interview Assignment: 40 Percent of Course Grade

The assignment involves conducting an interview with an adult person only (minimum age of 18) in the United States who is different from you in any of the following primary dimensions categories: (Refer to Chapter 1 - Dimensions of Diversity, pages 29 through 31 in your textbook regarding the cultural value in understanding the primary dimensions and secondary dimensions of diversity.) I have included the link for the [LGBTQIA Resource Center Glossary \(Links to an external site.\)](#) which has helpful and updated terms to assist you for the dimensions of diversity.

1. Race
2. Gender/Sex
3. Sexual Orientation
4. Ethnicity or Nationality
5. Age: 20 years or more older
6. Age: 20 years or more younger
7. Mental/Physical Abilities and Characteristics

In regards to a family member or relative, it is permissible to interview a grandparent, parent, aunt, uncle, sibling, or child if they are different from you in any of the seven listed categories.

The method of interview may be by telephone, video call (i.e., FaceTime, Skype, Facebook Messenger, WhatsApp, Google Duo, Viber, IMO, etc.) or a face-to-face interview. Multiple students should not interview the same person. Your interview is subject to instructor verification. Below is the required information for the term paper and its expected each response have substantive supporting data. Points will be deducted for missing content information for each question.

Students are required to notify their instructor in the "Term Paper Comments" of the Course Information Module by Thursday of the second week the difference(s) of the primary dimensions of the person they will interview for their term paper assignment. Your instructor will respond to your post and ask follow-up questions as needed, to facilitate your success on this project. It is important you communicate with your instructor in this process.

Interview Information and Term Paper Requirements = 100 Points

Question 1: Personal Interview Information = 10 points				
a. Date	b. Time	c. Method of interview	d. Name of person	e. Relationship (Co-worker, friend, spouse, partner, neighbor, grandparent, parent, etc.)
f. Profession	g. Years of education	h. City they live in	i. Email	j. Phone number

Question 2: Selected Dimensions of Diversity = 10 points				
a. Race of person	b. Nationality of person	c. Gender Identity of person	d. Approximate age of person	e. Indicate how your primary dimensions are different.

Question 3: Ancestry and Languages = 10 points

- a. What do they know about their ancestry regarding being Native American, immigrants, refugees, or kidnapped during the slave trade to the United States?
- b. If not Native American, what generation are they from the other countries? (You may need to allow them time to research this).
- c. List all languages they are fluent in.

Question 4: Community = 10 points

- a. How long have they lived in their community?
- b. What do they like about their community?
- c. What do they dislike about their community?

Question 5: Police Contact = 10 points

- a. Have they ever had contact with a police officer? Yes or No.
- b. If yes, identify the agency, the specific circumstances with details (traffic ticket, arrest, victim of crime, witness, etc.)
- c. If yes, was it a positive or negative experience? Why?
- d. If they have never had contact with a police officer, what is their opinion of the police profession in general (favorable, unfavorable or a combination of both)?

Question 6: Discrimination = 10 points

- a. Have they or someone they know ever been discriminated against? Yes or No.
- b. Have them identify the specific primary or secondary dimension.

c. What were the circumstances?

d. If the answer is no, ask them if they think discrimination still occurs today and why?

Question 7: Willingness to Learn About Different Cultures = 10 points

a. Are they willing to learn about different cultures? Yes or No. Why?

Question 8: Multicultural Problem and the CARE Approach = 10 points

a. Ask them to identify any type of multicultural problem in Oregon or anywhere. Why is it a problem?

b. If they are unable to identify a problem, you identify a multicultural problem.

c. You as a problem solver, use the component strategies of the CARE Approach in describing how you could help solve or reduce the problem. Be specific with details.

Question 9: Communication Style = 10 points

a. Indicate the communication style (high-context or low-context) of the person you interviewed and the reasons why you made this assessment?

b. Did you have to make any adjustments to communicate with this person? Yes or no.

c. If yes, what adjustments did you make?

d. If no, why were you able to communicate with them without making any adjustments?

e. What is your communication style (high-context, low-context or a combination of both)?

Question 10: One Important Lesson You Learned from This Assignment = 10 points

a. **Identify one important lesson you learned or had reaffirmed from this assignment in its relationship to the course?**

- Your response should be specific.
- Minimum of five sentences are required for content.
- Each sentence has a point value of two points.

Typing Your Report and Rubric

Your report needs to be typewritten on a word document, listing your name, each page should be numbered, a 12 point style of Times New Roman font, double spaced and follow the order of questions listed for required information. Number each question as a caption ([See Term Paper Example](#)) and your responses need to be in complete sentences and in paragraph form underneath each caption. Each paragraph should contain a minimum of five complete sentences. After you answer the question, proceed to the next question, following the same format.

To be fair, objective, and consistent, your report will be graded according to Writing 121 standards for content, clarity and sentence structure. There will be a quarter of one point subtracted for each misspelled word, composition error, and each instance where formatting requirements (e.g. no double spacing, no page number, etc.) for your paper were not followed. Each question which is fully answered with substance will receive the maximum value of points. Incomplete and undeveloped responses will lose points. The minimum length of the paper is five pages and the maximum length of the paper is seven pages. One point will be deducted for each page that is over the maximum count of pages. Students are required to follow the [Term Paper Example](#) format for their term paper. Students needing tutoring for writing their papers are encouraged to contact [PCC Writing Centers](#) for assistance.

Due Date of Term Paper

The term paper assignment is due on Tuesday of week nine, no later than 11:59 PM. Five bonus points will be added to early papers that are submitted on or before Tuesday of week eight.

Grading Feedback Timeline on Coursework

Tests will be graded immediately after submission and discussions/writing assignments will be graded no later than seven days from the due date. You can access your scores on tests, discussions and writing assignments in "Grades" for the course. Students desiring feedback on a test, weekly discussion, or the term paper assignment should email their request to the instructor within seven days of the posted grade date of the specific assignment. The instructor will provide feedback if asked by the student in two business days.

Late Work, Make-up Policy and Extra Credit

The following course policy applies to late work, make-up work and extra credit.

1. All coursework must be completed on time in order to earn full credit.
2. There are no provisions to make-up more than one missed Weekly Discussion due to it involving student interaction and feedback. Late part one postings after Thursday are subject to having one point deducted each day, they are late. All late postings after Sunday will not be accepted.
3. Make-up quizzes/tests are allowed for legitimate reasons that prevents a student from taking the online test for the period of time the quiz/test was offered. Students need to notify the instructor within 48 hours if they missed the test.
4. Late papers are subject to having one point deducted for each day they are late. Late papers will not be accepted after Tuesday, Week 12 of the term.
5. There will be at least one opportunity to earn extra credit to help students before the term is finished. Students who complete the PCC Course Evaluation near the end of the term will earn extra credit to benefit their course grade.
6. Please advise the instructor as soon as possible of extraordinary circumstances preventing a timely submission of all coursework.

Grading Criteria:

Activities	Number	Points each	Percentage of Grade Total
Discussions	10	100	20
Homework	0	0	0
Quizzes	9	100	40
Exams	0	0	0
Project	1	100	40
Total			100

Grading Scale:

Letter Grade	Grading Scale by Points	Grading Scale by Percentage
A	-	90 - 100%
B	-	80 - 89%
C	-	70 - 79%
D	-	60 - 69%
F	-	< 59%

PCC Policies and Deadlines

Student is responsible to add/ drop/ withdraw class. Please review [PCC Registration Policy](#) for more information.

Add and Drop Deadlines

- Students need to register online via MyPCC. Please review [Online Registration Instructions](#) to find out how.
- For 8-12 week classes, students need to drop by the end of the first week of classes. Students can view course specific deadlines from the MyPCC Home tab, 'View My Drop & Withdraw Dates' link.
- For late add, students must add within two business days of the course drop deadline.

Payment Deadlines

Payment is due two Mondays before the first day of term. Students who register after the payment deadline must make the same day payment arrangements. You can see your balance or access your bill online in the MyPCC Paying for College tab. Please review [PCC Payment Policy](#) for more information.

Academic Integrity (rules about cheating, plagiarism, or sharing work)

Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own. Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. For further information, review the institution's [Academic Integrity Policy](#).

Student Rights and Responsibilities Handbook:

Students are required to comply with the policies contained in the [Student Rights and Responsibilities Handbook](#). The Handbook includes the Code of Student Conduct and the Academic Integrity Policy.

I respect your opinion and I expect you to respect the diverse opinions of your fellow students and myself. It is important that we have a student-centered and hostile-free learning environment in this online classroom to foster academic development. Our behavior in this online course has equal importance in the workforce and to our communities. We should strive to be considerate and courteous at all times in our emails, discussions, and verbal and nonverbal communication. You should be knowledgeable of the Portland Community College Student Rights and Responsibilities Handbook. Violations of the Code of Student Conduct will not be tolerated and are subject to school sanctions. Documentation and record of the behavior will be noted and corrective action will be taken.

Internet Etiquette (or Netiquette)

[Click here for more information about Netiquette.](#)

Special Accommodations

PCC is committed to supporting all students. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the "Approved Academic Accommodations" letter from you (submitted in person for courses on campus; via email for Distance Learning courses). To request academic accommodations for a disability, please contact a disability services counselor on any PCC campus. Office locations, phone numbers, and additional information may be located on the [Disability Services website](#).

Title IX/ Non-Discrimination

Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Flexibility

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.

Sanctuary College

PCC is a sanctuary college. Find out more on our [resources for undocumented students page](#).

Words To Remember

Please contact me at any time if you have a question, concern, suggestion, idea, or request about the coursework of this class or the dynamics of this class. Also, feel free to ask questions related to your employment goals or on any criminal justice, public safety, and social justice issue.

Your Instructor,

Aaron T. Olson, (ATO) M.Ed.

End of Syllabus