Course Description

Examines the history of community policing, problem-oriented policing, community responsibilities, media relations, and evolving strategies. Students analyze criminal justice organizations including human resources management, research studies, environmental factors, centralized authority, and other issues.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain how the United States Constitution makes the role of American law enforcement different from other countries.
2. Examine the three eras of policing in the United States and how police/community relations have changed from era to era.
3. Assess the viability of the broken windows theory in the 21st century.
4. Explain how the SARA Model (scanning, analysis, response, assessment) can be applied in various forms of policing.
5. Explain the importance of a good relationship between law enforcement and the media.
6. Discuss police-community relationships regarding the media, gangs, and the process of assimilation.
7. Analyze impediments to community policing.
8. Explain why CPTED (crime prevention through environmental design) and Weed and Seed programs are important to neighborhood safety.
10. Examine the use of excessive force by police and citizen complaints.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Study Guide: Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
4. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed in each unit’s study guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.

7. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit I Scholarly Activity**

**Community Policing in My Community**

To assist you in gaining a new or enhanced understanding of how community policing is defined in your community, you will need to complete a scholarly activity that examines four areas: policing eras, citizen-police interactions, international policing, and best practices.

Each area should be labeled as indicated below.

- **Policing Eras:** Discuss how community policing is defined in your community. This section should be at least 200 words.
- **Citizen-Police Interactions:** Discuss how the understanding of the community policing definition in your community will be helpful in fostering and facilitating positive interactions between citizens and law enforcement agencies in your community. Also, examine the impact of excessive force by police in your community. If there is not any record of the use of excessive force by police in your community, discuss what measures have been taken to prevent it from happening. This section should be at least 200 words.
- **International Policing:** Discuss how well you think the community policing strategies serve and protect your community in comparison to other international community policing strategies. Explain how the United States Constitution makes law enforcement in the United States different from law enforcement in other countries. This section should be at least 200 words.
- **Best Practices:** Based on your research, discuss at least two community policing practices that you believe would allow your local law enforcement to better serve and protect. These practices could include current community policing strategies utilized in your community, additional strategies that you think could be incorporated into the existing community, and/or community policing strategies that have never been used in your community but have been utilized in other communities and/or countries or are inspired by similar community policing strategies. This section should be at least 200 words.

To complete this assignment, you should utilize not only your textbook, but also two outside sources. These could include your local newspaper, CSU Online Library, and/or an informational interview with a community stakeholder (e.g., individuals in community organizations, law enforcement). The completed assignment should be at least two pages long.
double-spaced pages. Additionally, this assignment should be in full APA format, hence citations and references should be included.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit II Case Study

Community Policing and Community Involvement

Read the case study linked below. After reading the case study, you will have to prepare a response from two viewpoints. The first viewpoint will be that of a patrol officer assigned to foot patrol. The second viewpoint will be that of a community member who has lived in the community for 25 years. From each viewpoint, you are to answer the following questions and provide justification for your answers:

- Does the broken windows theory apply to the Anonymous Community scenario? Why, or why not?
- How did the process of assimilation impact the relationship between the police and the Anonymous Community?
- What strategies could police use to improve communication with the diverse population in the Anonymous Community?
- What activities could police engage in to better understand the Anonymous Community and to encourage the involvement of the Anonymous Community members in community policing strategies?

You will also need to provide a summarization paragraph that includes the following:

- Identify which lens was the most difficult to answer the questions from, and why.
- Identify any aspect of the scenario to which information shared in the textbook could not be applied.

Click here to access the case study.

Each section of your case study must be clearly labeled using the following section headings:

- Lens 1: Patrol Officer,
- Lens 2: Community Member, and
- Summary.

Each section should be a minimum of 200 words. Your entire case study should be at least two double-spaced pages. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the textbook as you are required to apply the concepts discussed in the textbook to the scenario.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit III Article Review

Proactive Community Policing

The findings from criminal justice research help us to understand how theories and concepts can be applied to real-world phenomena. One way to make such applications is to review research which explores one or more key concepts discussed in this unit.

For this article review, you will need to locate a scholarly, peer-reviewed article in the CSU Online Library that examines the use of the Scanning, Analysis, Response, Assessment (SARA) Model in various forms of law enforcement. Keep in mind that the article you locate does not have to use the term SARA, but instead may describe techniques associated with the model. Thus, you may need to read several article abstracts before you are able to identify the article that you will use for this article review. The article you use for this assignment should be no more than 10 years old.

Note: When using the CSU Online Library, there are various databases that allow you to check a box, which indicates that you only want "peer-reviewed" sources. You will need to make sure that you check this box to ensure that the sources you identify for your article review are scholarly, peer-reviewed sources.

The article review will need to include the following components:
• a brief discussion of the research study’s focus (e.g., purpose for conducting research, research questions and/or hypotheses, methodology);
• a brief summarization of the research study’s key findings (e.g., hypotheses were or were not supported; additional research is needed in a specific area); and
• a brief discussion of the applicability of the research study’s key findings to current and future practices in the field of criminal justice. You may use your direct experience, information from the textbook, and/or information from additional sources to complete this component of the article review.

Each section of your article review must be clearly labeled using the following section headings:

- Research Focus,
- Research Findings, and
- Research Applications.

Note: Each component of the article review should be your own words. No more than 20% of your article review should be a direct quote. Thus, you will need to read the article and rewrite the study’s focus (component 1) and key findings (component 2) in your own words. You will have to use your intellectual creativity to brainstorm how the study’s key findings can be applied to practices in the field of criminal justice (component 3). Therefore, there should be very little need to use direct quotes in your article review.

Your article review should be a minimum of one double-spaced page. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the article you used to prepare the article review.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit IV Case Study

Community Policing Partnerships

Read the case study linked below. After reading the case study from an earlier assignment, you will have to prepare a response from two viewpoints. The first viewpoint will be that of a patrol officer assigned to foot patrol. The second viewpoint will be that of a community member who has lived in the community for 25 years. From each viewpoint, you are to answer the following questions and provide justification for your answers:

- How did the impact of the media coverage about the crime rate in the Anonymous Community (e.g., strained community relationships and national/international perceptions) demonstrate the importance of a good relationship between the police and the media?
- What strategies could police employ to ensure an accurate picture of the citizens, crime problem, and solutions for addressing the crime problem in the Anonymous Community are communicated to the media?
- How could police and the media partners help address the crime problem in the Anonymous Community?
- What should the dynamics of the partnership between the media and police look like in regards to addressing the crime problem in the Anonymous Community?

You will also need to provide a summarization paragraph that includes the following:

- Identify which lens was the most difficult to answer the questions from and why.
- Identify any aspect of the scenario to which information shared in the textbook could not be applied.

Click here to access the case study.

Each section of your case study must be clearly labeled using the following section headings:

- Lens 1: Patrol Officer,
- Lens 2: Community Member, and
- Summary.

Each section should be a minimum of 200 words. Your entire case study should be at least two double-spaced pages. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the textbook as you are required to apply the concepts discussed in the textbook to the scenario.
Information about accessing the Grading Rubric for this assignment is provided below.

**Unit V Article Review**

**Community Policing Strategies**

The findings from criminal justice research help us understand how theories and concepts can be applied to real-world phenomena. One way to make such applications is to review research, which explores one or more key concepts discussed in this unit.

For this article review, you will need to locate a scholarly, peer-reviewed article in the CSU Online Library that examines the connection of community policing and CPTED (crime prevention through environmental design) to maintaining safe neighborhoods and the related challenges. Also, identify if any components of a Weed and Seed program are present. The article you use for this assignment should be no more than 10 years old.

**Note:** When using the CSU Online Library, there are various databases that allow you to check a box that indicates you only want “peer-reviewed” sources. You will need to make sure that you check this box to ensure that the sources you identify for your article review are scholarly, peer-reviewed sources.

The article review will need to include the following components:

- a brief discussion of the research study’s focus (e.g., purpose for conducting research, research questions and/or hypotheses, methodology);
- a brief summarization of the research study’s key findings (e.g., hypotheses were or were not supported; additional research is needed in a specific area); and
- a brief discussion of the applicability of the research study’s key findings to current and future practices in the field of criminal justice. You may use your direct experience, information from the textbook, and/or information from additional sources to complete this component of the article review.

Each section of your article review must be clearly labeled using the following section headings:

- Research Focus,
- Research Findings, and
- Research Applications.

**Note:** Each component of the article review should be in your own words. No more than 20% of your article review should be a direct quote. Thus, you will need to read the article and rewrite the study’s focus (component 1) and key findings (component 2) in your own words. You will have to use your intellectual creativity to brainstorm how the study’s key findings can be applied to practices in the field of criminal justice (component 3). Therefore, there should be very little need to use direct quotes in your article review.

Your article review should be a minimum of one double-spaced page. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the article you used to prepare the article review.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit VI Case Study**

**Youth Involvement & Community Policing**

Read the case study linked below. After reading the case study from an earlier assignment, you will have to prepare a response from two viewpoints. The first viewpoint will be that of a patrol officer assigned to foot patrol. The second viewpoint will be that of a community member who has lived in the community for 25 years. From each viewpoint you are to answer the following questions and provide justification for your answers:

- How did the relationship between the police and the community impact the types of community policing strategies that were implemented in the community to address violence, crime, and vandalism in schools?
- What additional prevention and/or intervention community policing strategies could be implemented to address violence, crime, and vandalism in schools and/or illicit drug use in the Anonymous Community?
How can youth become involved in the community policing strategies utilized in the Anonymous Community to address violence, crime, and vandalism in schools?

Based on the scenario, what key partnerships need to be developed to enable the implementation and sustainability of additional community policing strategies in the Anonymous Community?

You will also need to provide a summarization paragraph that includes the following:
- Identify which lens was the most difficult to answer the questions from, and why.
- Identify any aspect of the scenario to which information shared in the textbook could not be applied.

Click here to access the case study.

Each section of your case study must be clearly labeled using the following section headings:
- Lens 1: Patrol Officer,
- Lens 2: Community Member, and
- Summary.

Each section should be a minimum of 200 words. Your entire case study should be at least two double-spaced pages. Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the textbook as you are required to apply the concepts discussed in the textbook to the scenario.

Information about accessing the Grading Rubric for this assignment is provided below.

Unit VII Article Review

Community Policing & Gang Prevention

The findings from criminal justice research help us to understand how theories and concepts can be applied to real-world phenomena. One way to make such applications is to review research that explores one or more key concepts discussed in this unit.

For this article review, you will need to locate a scholarly, peer-reviewed article in the CSU Online Library that examines community policing partnerships regarding gang control or prevention. The article that you use for this assignment should be no more than 10 years old.

Note: When using the CSU Online Library, there are various databases that allow you to check a box that indicates you only want “peer-reviewed” sources. You will need to make sure you check this box to ensure that the sources you identify for your article review are scholarly, peer-reviewed sources.

The article review will need to include the following components:
- a brief discussion of the research study’s focus (e.g., purpose for conducting research, research questions and/or hypotheses, methodology);
- a brief summarization of the research study’s key findings (e.g., hypotheses were or were not supported; additional research is needed in a specific area); and
- a brief discussion of the applicability of the research study’s key findings to current and future practices in the field of criminal justice. You may use your direct experience, information from the textbook, and/or information from additional sources to complete this component of the article review.

Each section of your article review must be clearly labeled using the following section headings:
- Research Focus,
- Research Findings, and
- Research Applications.

Note: Each component of the article review should be in your own words. No more than 20% of your article review should be a direct quote. Thus, you will need to read the article and rewrite the study’s focus (component 1) and key findings (component 2) in your own words. You will have to use your intellectual creativity to brainstorm how the study’s key findings can be applied to practices in the field of criminal justice (component 3). Therefore, there should be very little need to use direct quotes in your article review.
Your article review should be a minimum of one double-spaced page.

Be sure to cite, in APA format, any source used to influence your response. Therefore, your reference list should at least include a citation of the article you used to prepare the article review.

Information about accessing the Grading Rubric for this assignment is provided below.

**Unit VIII PowerPoint Presentation**

**Community Policing Future Outlook**

You are tasked with developing a PowerPoint presentation that explores the potential changes (i.e., challenges and advantages) that could impact community policing in the future. You are expected to explore this topic from the perspective of a criminal justice agent working in the field of criminal justice.

Using what you have learned throughout the course about the history of community policing, community dynamics and involvement, implementing community policing, community policing partnerships, community policing strategies, gang control, violence and terrorism prevention, and future community policing outlooks, develop a PowerPoint presentation that explores the potential challenges and advantages of forecasted changes in community policing. The slides should contain and address the following components:

- title slide (course title, presentation title, name of the presenter);
- brief overview of current community policing strategies;
- potential changes (challenges and advantages) that could impact the sustainability of community policing in the future;
- potential challenges related to changes in community policing;
- potential advantages related to changes in community policing;
- potential solutions for addressing changes in community policing;
- justification for proposed solutions;
- plausibility and logistics of the implementation of the proposed solutions;
- anticipated impact of the forecasted changes (challenges and advantages) on the sustainability of community policing; and
- references.

This presentation will need to be a minimum of 10 slides. There must be a minimum of one slide for each of the required components of your outline. The information provided on each slide must clearly address the required component that is being presented on the slide.

At least three sources must be cited in APA format throughout the PowerPoint presentation. At least one of the citations must come from peer-reviewed sources (e.g., academic journals). All references used in the PowerPoint presentation must also be cited on the references slide. Do not include any references on the reference slide that were not cited in the PowerPoint presentation.

You can find resources on how to create PowerPoint presentations on the Microsoft Office support website. For example, information about creating your first PowerPoint presentation and basic tasks associated with developing a PowerPoint presentation can be found there.

Also, you can click [here](#) to view the PowerPoint Best Practices tutorial from the Success Center to assist you in making sure your presentation is a good quality assignment.

Information about accessing the Grading Rubric for this assignment is provided below.
APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.
Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
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<tr>
<td>Discussion Boards (8 @ 2%)</td>
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<tr>
<td>Unit I Scholarly Activity</td>
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<tr>
<td>Case Studies (3 @ 10%)</td>
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</tr>
<tr>
<td>Article Review (3 @ 10%)</td>
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<tr>
<td>Unit VIII PowerPoint Presentation</td>
<td>= 12%</td>
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<tr>
<td>Total</td>
<td>= 100%</td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

<table>
<thead>
<tr>
<th>Unit I</th>
<th>History of Community Policing</th>
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</table>
| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 1: The Evolution of Community Policing  
□ Chapter 2: Inside Police Agencies: Understanding Mission and Culture  
□ Additional Reading Assignment: See Study Guide  
□ Suggested Reading: See Study Guide |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ Scholarly Activity by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:

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<thead>
<tr>
<th>Unit II</th>
<th>Community Dynamics and Involvement</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 3: Understanding and Involving the Community  
□ Chapter 6: Communicating with a Diverse Population  
□ Suggested Reading: See Study Guide |
| **Discuss:** | □ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ Case Study by Tuesday, 11:59 p.m. (Central Time) |

Notes/Goals:
<table>
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<tr>
<th>Unit</th>
<th>Community Policing Implementation and Proactivity</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 4: Problem Solving: Proactive Policing  
□ Chapter 5: Implementing Community Policing  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Article Review** by Tuesday, 11:59 p.m. (Central Time) |

| Notes/Goals: | |

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<tr>
<th>Unit</th>
<th>Community Policing Implementation</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 7: Building Partnerships: A Cornerstone of Community Policing  
□ Chapter 8: Forming Partnerships with the Media  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Case Study** by Tuesday, 11:59 p.m. (Central Time) |

| Notes/Goals: | |

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<thead>
<tr>
<th>Unit</th>
<th>Community Policing Strategies: Early Interventions</th>
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| **Review:** | □ Unit Study Guide  
□ **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | □ Chapter 9: Early Experiments in Crime Prevention and the Evolution of Community Policing Strategies  
□ Chapter 10: Safe Neighborhoods and Communities: From Traffic Problems to Crime  
□ **Suggested Reading:** See Study Guide |
| **Discuss:** | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
□ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | □ **Article Review** by Tuesday, 11:59 p.m. (Central Time) |

| Notes/Goals: | |
### Unit VI
**Community Policing Strategies: Drug Prevention and Youth Involvement**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 11: Community Policing and Drugs
- Chapter 12: Bringing Youths into Community Policing
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit VII
**Gang Control and Violence Prevention**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 13: The Challenge of Gangs: Controlling Their Destructive Force
- Chapter 14: Understanding and Preventing Violence
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Article Review** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit VIII
**Terrorism Prevention and Future Community Policing Outlooks**

**Review:**
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 15: Understanding and Preventing Terrorism
- Chapter 16: What Research Tells Us and a Look to the Future
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **PowerPoint Presentation** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**