CRIM 401, DL2: Policing in America, CRN 278683 Fall 2021
This Course is On-line (Asynchronous) and Does Not Meet in Person
(August 23, 2021 Through December 15, 2021)

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Course Description:

This course is designed to examine and explore the institutions, processes, and people responsible for providing police services (Law enforcement) in America. We begin the course with a historical perspective regarding the origins of policing, and build upon the development of today's American system of policing. The course will identify and discuss major milestones associated with policing, to include social, political, legal, and technological influences and advances in poling. Furthermore, we will identify and explore challenges associated with policing and the lessons learned and have yet to identify and overcome. This learning experience will be accomplished through thoughtful and careful presentation of information, through the text "Policing America," lectures, potential guest speakers, class discussion posts, and the presentation of relevant and current topics in policing America.

Throughout the course, we engage in various "discussion board debates" to fully explore past and current policies or issues confronting challenges with policing American cities and unique communities. This is especially the case in today's challenging social climate with all its expectations and limitations. Specific topics include, but are not limited to; the history of policing, police legitimacy, racial profiling, use of force, arrest, police and prosecutorial misconduct, civil rights and litigation, police reform, community policing, hiring and retention of personnel, types of patrol, the use of technology and investigative strategies, privacy issues *(data)*, immigration reform/enforcement, and gun control.

Course Objectives:

Upon successful completion of this course, the student will be able to meet each of the following learning objectives:

- To learn about the history and origins of American Policing and police officers.
- To understand the historical concepts of criminology, and basic criminal investigations.
- To understand why adhering to law, ethical principles, and public expectations is paramount in policing.
- To understand what civil liability is and what it means regarding public trust.
- To understand basic police administration, and organizational structure.
- To understand the concepts of community policing and policing special populations.
- To understand how to police the homeless and mental health consumers.
- To understand the basic and advanced technology used in modern policing.
- To properly prepare for and to apply for positions within law enforcement.
- To become familiar with topics currently trending within American policing.

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In addition, to the described course learning objectives, additional goals of this course are to provide the student with tools to help develop critical thinking regarding the following topics:

- Police protests, and riots.
- Allocation of scarce resources dedicated to community policing.
- Duty to intervene in use of force.
- Civil rights violations.
- Use of force and what is categorized as excessive use of force by police.
- Demands by community members and politicians to defund the police.
- Police Officer involved shootings.
- Racial profiling.
- The Black Lives Matter movement.
- The deaths of George Floyd, Breonna Taylor, and Rashard Brooks.

Some of the issues discussed during this course may evoke strong emotions with socially adverse ideology, creation of public policy and the implementation of strategies and practices. However, to educate and enlighten ourselves, we must have insightful debate of such "emotional and often stressful topics." As a former law enforcement practitioner and your professor, I require you to treat your fellow students and/or quests with respect. In addition, be open to the opinions of your fellow students and/or guests because their experience may provide you with a new perspective on the topics we are researching in this course.

Grading Policy and Percentages:
Your course grade will be based on your performance within the following areas:

Assignment	Total Assignments	Points per Assignment	Total Points
Introductory Discussion Post	1	15	15
Discussion Posts #1 - #7	7	55	385
Course Quizzes	7	30	210
Course Research Paper	1	200	200
Final Exam	1	190	190
Total	17		1,000

Grading Scale:
Final grades will be determined by assigning the highest number of points of the following grade categories: A+, A, A-, B+, B, B-, C, or F.

Letter Grade	Percentage	Points Needed
A+	97-100	970 – 1,000 points
A	93-96	930 – 969 points
A-	90-92	900 – 929 points
B+	87-89	870 – 899 points
B-	83-86	830 – 869 points
B	80-82	800 – 829 points
C+	77-79	770 – 799 points
C	73-76	730 – 769 points
C-	70-72	700 – 729 points
D+	67-69	670 – 699 points
D	63-66	630 – 669 points
D-	60-62	600 – 629 points
F	59 and below	599 points and below

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Course Assignments:

As we learn about policing in America today, we will discover law enforcement has become far more political than in the past. For many people, discussions regarding policing have been stressful. In some cases, violence has occurred and yet there are heartwarming moments associated with kindness and appreciation for people who wear the badge or aspire to become law enforcement professionals.

Considering the sensitive, emotional, and disturbing images that we have observed in the media, or in person, I encourage you to be sensitive to the positions of your peers and quests during this course. Any discussions other than those of suitable academic, clinical, and theoretical focus will not be tolerated. In addition, you will be respectful with each other and to me throughout our time together. Please respect the confidentiality of the individuals and situations discussed because I can assure you that I will report any unacceptable behavior to the university for proper action.

Discussion Posts:

The introductory discussion post during the first week of the course is worth **15 points.** In addition, there are 7 specific discussion posts worth **55 points** each for a total of **385 points**. Therefore, the maximum number of points that you may earn based on discussion posts is **400 points**. Students will submit their assigned discussion posts via the Discussions tab in Blackboard—emails with attachments will not be accepted. Your discussion posts for this course are due **on specific Fridays at 11:59 p.m. ET**.

To earn full credit, your discussion postings must be at least 300 to 400 words, utilizing the standard Blackboard font with 12-point size. In addition to correct spelling, grammar and syntax, your discussion will consist of single-spaced sentences with space between paragraphs. More importantly, your post must provide a complete, and relevant answer as it relates to all questions being asked related to the discussion topic. If you fail to respond based on the set timelines and requirements, your grade will be reduced, or you may receive a grade of zero. **Again, your discussion posts must be written in text format directly into the Blackboard application.**

The Discussions are designed so that you must submit an original posting before you receive permission, an automatic feature in Blackboard, to see posts from your peers. Due to this setting, you are not able to edit or delete your own posts nor can you post anonymously. Because of this, **I recommend you create your initial posts in Microsoft Word first and then copy and paste your written posting into the Blackboard discussion. Because of viruses and difficulty opening attachments, do not upload your written response from Microsoft Word to the discussion as an attachment—it will not be accepted.** In addition, posting random keyboard strokes or random numbers just to see postings from peers is not allowed. I will receive an email regarding everything that you post. Violations will result in **zero points for the discussion posting**. You are required to respond to at least two peer's posts on specific **Saturdays at 11:59 p.m. ET.**

When it comes to your written product, everything that you create for submission must adhere to current English writing standards. This includes but is not limited to proper spelling, grammar, punctuation, sentence structure, and syntax. In addition, your written product must adhere to correct word choices, proper tenses, or forms, and be free of run-on or incomplete sentences. You also must use proper capitalization and cite sources utilizing the APA style guide.

Quizzes:

During the course, there will be **seven quizzes** worth **30 points** each, totaling **210 points**. Each quiz will be in Blackboard and **due on specific Wednesdays by 11:59 p.m. ET.** Once logged into the quiz, you will have approximately 30 minutes to answer all questions. If you know in advance that you will have a scheduling issue on the date of the quiz, it is your responsibility to notify me so that we may make alternative arrangements for you to take another quiz.

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Research Paper:

The course research paper (career action plan or specifically approved topic) is worth **a total of 200 points and is due on Monday, November 15, 2021 by 11:59 p.m. ET.**

Utilizing Microsoft Word, your career action plan research paper will consist of at least six (6) pages (not including the title page, abstract or references page), double-spaced, and will focus on your law enforcement Career Plan or an assignment approved by me as your professor that sparks your passion. Your research paper is worth a total of **200 points**. **Note: Load your written assignment into Blackboard Content Editor so that I may highlight and make comments on your document. Please do not email the document to me; this is not acceptable.**

You are required to cite at least five sources and/or other sources utilized within your document. Moreover, the paper will be written using the APA formatting and style guide. If you require additional assistance in this area, George Mason University has a great resource for you which is located at: https://writingcenter.gmu.edu/writing-resources/helpful-links. In addition, I recommend that you use the free website: www.grammarly.com to assist you with your writing assignments.

Contents of the Career Action Plan Research Paper:

Your initial educational journey will conclude quickly; therefore, proper planning will provide you with greater success in achieving your career goals. You should not concentrate on any right or wrong answers while crafting your action plan. Please put some thought into your plan and use this assignment as an outline for the beginning of your law enforcement career. See additional instructions if your research paper is focused on another approved topic.

The content of your paper will be based on the following criteria regarding a career action plan:

- Include a 1-year, 2-year and 5-year vision/plan to accomplish your career goals.
- Describe your desired job within the profession, (police officer, parole officer, attorney, special agent, etc.,)
- The desired agency or department you want to work for and why. You may include more than one agency.
- The area within the agency or department that most interests you; (i.e., patrol, investigation, crime scene processing, K-9, area of study, etc.).
- Do you see a role for continuing your education beyond your undergraduate degree? If so, why, and what area (degree) interests you?

Specifically Approved Research Paper:

If you have selected to write your research paper on a specifically approved topic other than a career plan, the criteria should be focused on the following requirements:

- You must have a topic page, you may include an abstract, and you must have a citation page.
- Your paper must be a minimum of seven (7) or more pages not, including the title page, abstract, or citation page.
- Your paper must have a strong introduction regarding the topic.

- Your paper must provide the reader with an explanation as to why this specific topic sparks your interest?
- Your paper must have a literature review and be linked to the textbook or our discussions.
- A discussion and analysis of the topic should follow.
- Your paper should have a strong summary and conclusion.
- Remember, this should be your best work.

Final Exam:

The final exam for this course is worth 190 points. In addition, the exam will be given **on Thursday, December 9, 2021, and must be completed the same day by 11:59 p.m. ET.** You will have approximately sixty (60) minutes to complete the final exam unless you are eligible for an accommodation because of a learning and/or physical disability. If this is the case, you must have written authorization for the extra time from the Office of Student Access and Accommodations. Based on the approval, I will build in the extra time or make additional accommodations for you.

Each quiz and the final exam must be taken in one sitting only and you are expected to work independently. Remember, honor and integrity are paramount, and I want you to earn your grade based on your accomplishments and not assisted by someone else. I also encourage you not to share information with peers regarding a quiz or the final exam **(see Penalties for Academic Dishonesty)**. The quizzes and final exam will consist of source material from the following areas.

- Information form chapters 1-14 of the textbook.
- Information from the course quizzes.
- Information from discussion posts.
- Information from any guest speakers.

Late Work:

As a general rule, <u>I do not accept late work.</u> However, emergencies and other issues not under your control happens. Note that in the weekly outline I have built in a timeframe for submission of approved late work and or extra credit. If you have an emergency or schedule conflict regarding quizzes or the final exam, please notify me as soon as possible so that together we may resolve the issue. You may contact me by email at jcarr20@gmu.edu or by phone at (540) 379-4469 usually after 6:30 p.m. ET.

Basic Course Technology Requirements – Blackboard or Zoom Meetings:

- Activities and assignments in this course will regularly use the Blackboard learning system, available at https://mymason.gmu.edu. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)

- Some activities and assignments in this course may require you to connect within a virtual environment. If so, I will give you advanced notice and prepare the virtual system for you. Furthermore, you must use web-conferencing software (Blackboard Collaborate or Zoom). In addition to the requirements above, you are required to have a device with a functional camera and microphone. In an emergency, you may connect through a telephone call, but video connection is the expected norm in a virtual environment.

Course Materials and Student Privacy:

Video recordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation. Video recordings that only include the instructor (no student names, images, voices, or identifiable texts) may be shared without violating FERPA (but see below, University Policies: Privacy, for some qualifications and recommendations)

All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class.

- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class.

My philosophy of learning is that critical thinking is at the heart of academic work and the major goal of this course is to help you develop skills for inquiry and problem solving that will benefit you throughout your time in this course, in college, and throughout your lives as professionals.

Here are some guidelines regarding participation within our discussion posts. The student and the class will benefit most when the student:

- Delivers a concise and thoughtful account of important points made in the readings.
- Provides an insightful synthesis of different readings or makes useful comparisons between them.
- Applies the material usefully to theoretical and practical problems.
- Offers constructive criticism of the material and the presentation of other class participants.
- Responds constructively to comments made by others in the class.
- Raises useful questions about the topic for the session.
- Promotes a positive, healthy learning environment (encourages and stimulates participation by others, is helpful to others and considerate of them).

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Listing of University Policies:

Campus Resources:

The Writing Center, University Libraries, Counseling and Psychological Services (CAPS) and the Office of Disability Services are available to assist students. Links to the University Catalog and the University Policies website for all other university academic and non-academic policies may also be included in the links below.

Student Support Resources on Campus: https://stearnscenter.gmu.edu/knowledge-center/knowing-mason-students/student-support-resources-on-campus/
General University Information / Weather: www.gmu.edu
Office of Disability Services: ods.gmu.edu
Writing Center: http://writingcenter.gmu.edu
Counseling and Psychological Services: caps.gmu.edu
English Language Institute: eli.gmu.edu
University Catalog: http://catalog.gmu.edu
University Policies: http://universitypolicy.gmu.edu
University Technology Requirements: https://masononline.gmu.edu/what-technologies-do-i-need/

Add/Drop Period:

Last Day to Drop (Full-Semester Course) 100% Refund   September 07, 2021
Last Day to Drop (Full-Semester Course) 50% Refund   September 14, 2021
For additional scheduling information see https://registrar.gmu.edu/calendars/fall_2021/

Student and Faculty Names and Pronouns
- Gender identity and pronoun use: If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use Dr. James L. Carr he/him, in email and verbally.

Safe Return to Campus (for students in courses with on-campus meetings)
- All students taking courses with a face-to-face component are required to have completed Safe Return to Campus Training prior to visiting campus. Training is available in Blackboard at https://mymason.gmu.edu. Students are required to follow the university's public health and safety precautions and procedures outlined on the university Safe Return to Campus webpage at https://www2.gmu.edu/safe-return-campus.

- Similarly, all students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week. The COVID Health Check system uses a color code system and students will receive either a Green, Yellow, or Red email response. Only students who receive a "green" notification are permitted to attend courses with a face-to-face component. If you suspect that you are sick or have been directed to self-isolate, please quarantine or get testing. Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

- For additional information, please visit https://www2.gmu.edu/safe-return-campus/research-guidance and https://www2.gmu.edu/george/covid-19-news-and-updates.

<h1 style="text-align:center">Academic Integrity</h1>

Honor Code Policy:
All students are expected to be familiar with the University's Honor Code, which may be found in the University Catalog. Ignorance of the policy is not a valid excuse and all violations will be reported. The University has established policies about academic integrity through its Honor Code, which covers cheating, attempted cheating, plagiarism, lying about academic work, and stealing.

You are responsible for knowing the Honor Code https://oai.gmu.edu/wp-content/uploads/2020/08/George-Mason-University-Honor-Code-2020-2021-final.pdf and understanding it. Academic dishonesty will be referred to the Office of Academic Integrity and treated as a serious violation of university policy. Students my collaborate in studying and discussing course topics, but their written course work must be entirely their own, without outside assistance, except that is approved explicitly and specifically by the instructor.

Plagiarism is the most common source of integrity problems in graduate courses. Here are two websites with valuable information about what constitutes plagiarism and how to avoid it:
https://plagiarism.org/article/what-is-plagiarism
https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/

The Honor Code is as follows:

> "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."

Extent of the Honor Code:
The Honor Code at George Mason University shall be specifically concerned with cheating or attempted cheating, plagiarism, lying, and stealing in an academic setting. The Honor Code is assessible by clicking on the link https://oai.gmu.edu/wp-content/uploads/2020/08/George-Mason-University-Honor-Code-2020-2021-final.pdf. Cheating includes using unauthorized material and/or unauthorized assistance in academic work. Plagiarism includes self-plagiarism, inadequate citation, false citation, and failure to adhere to citation forms set by the professor.

Stealing includes but is not limited to the following:
- Removing an exam from the classroom
- Taking pictures of or copying the exam and/or academic work
- Taking and using someone's work without their knowledge

Lying includes, but is not limited to the following:
- Making up sources, data, information, etc.
- Giving a false excuse for missing a test or a class
- Telling a professor or a teaching assistant false information
- Falsifying official correspondence

Students are expected to abide by the requirements of the University regarding academic integrity, to include lying, cheating, or stealing. (See "Honor System and Code" in the George Mason University Catalog) Students who present false information will be treated in accordance with the University's Policies.

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Sexual Misconduct and Interpersonal Violence:
George Mason University is committed to providing a safe learning, living, and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity, and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu).

All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University's Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at; integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

Accommodations for students with disabilities:
If you are a student with a disability and you need academic accommodations, please notify me, and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Email:
- Students must use their George Mason email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address. See https://mail.gmu.edu for more information. If you have not already activated your university email account, you should do so immediately. Again, I will only communicate with you using your George Mason email address. Routinely, you should log into Blackboard daily to include your Mason email to check for announcements or messages.

If you are absent from any of our asynchronous classes, that means that you are unable to participate in discussions, which are a key part of participation. Sometimes absences are unavoidable because of health problems, emergencies, or other unforeseen problems. However, numerous absences will degrade the quality of your educational experience and the contributions you make to others' education. If you know in advance that you will miss asynchronous class, please notify me as soon as possible.

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Fall 2021 Weekly Outline for the Course
On-line Asynchronous Application

As set forth below, the subject matter that will be covered during the semester has been grouped by weekly categories. In preparing for class it is recommended that the material be read and organized in that manner. It should also be noted that it is the student's responsibility to stay abreast of assignments, changes to the schedule, etc., all of which will be announced with adequate notice to the class.

This course will be delivered in an Asynchronous format; meaning, we will not routinely meet; however, we may meet virtually online (Zoom), if required. If this is the case, I will notify you well in advance of the meeting date, time, and media platform. If we have a Zoom meeting, it will be located under the Blackboard course menu. I have broken down our topics below for each week.

Weekly Outline for the Course:

Week #1   **August 22, 2021 – August 28, 2021 (Beginning of Semester)**

Syllabus: Read the Syllabus and familiarize yourself with the Blackboard course.
Reading: Read Chapter 1 – History: From English Origins to the United States
Video: YouTube Video: The Influence of Sir Robert Peel on Modern Policing.
Discussion: Complete the Introductory Discussion Post by Friday, August 27, 2021
                at 11:59 p.m. ET. Respond to at least two of your peer's discussion posts
                by Saturday, August 28, 2021 by 11:59 p.m. ET.

Week #2   **August 29, 2021 – September 4, 2021**

Reading: Read Chapter 2 – Preparing for the Street: Recruitment,
                Training, and Socialization
Quiz: Complete Quiz #1 on Wednesday, September 1, 2021 by 11:59 p.m. ET.

Week #3   **September 5, 2021 – September 11, 2021**

Labor Day   **Holiday No Class Monday – Resume Class on Tuesday**
Reading: Read Chapter 3 – On Patrol: Methods and Menaces
Video: YouTube Video: COPS get suspended after punching man in the face.
Discussion: Complete Discussion Post #1 by Friday, September 10, 2021
                at 11:59 p.m. ET. Respond to at least two of your peer's discussion posts
                by Saturday, September 11, 2021 by 11:59 p.m. ET.

Week #4   **September 12, 2021 – September 18, 2021**

Reading: Read Chapter 4 – Community Policing: "Guardians," or "Soldiers"?
Quiz: Complete Quiz #2 on Wednesday, September 15, 2021 by 11:59 p.m. ET.

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Week #5   September 19, 2021 – September 25, 2021

Reading: Read Chapter 5 – Criminal Investigation: The Science of Sleuthing
Video: YouTube Video: Fundamentals of Crime Scene Processing
Discussion: Complete Discussion #2 by Friday, September 24, 2021 at 11:59 p.m. ET.
                Respond to at least two of your peer's discussion posts by Saturday,
                September 25, 2021 by 11:59 p.m. ET.

Week #6   September 26, 2021 – October 2, 2021

Reading: Read Chapter 6 – Personnel Issues and Practices: Stress, Labor Relations,
                Higher Education, and Private Police
Quiz: Complete Quiz #3 on Wednesday, September 29, 2021 by 11:59 p.m. ET.

Week #7   October 3, 2021 – October 9, 2021

Reading: Read Chapter 7 – Rule of Law: Expounding the Constitution
                of Police Unionization
Video: YouTube Video: Court Shorts: Separation of Powers
Video: YouTube Video: Court Shorts: Rule of Law
Discussion: Complete Discussion #3 by 11:59 p.m. ET on Friday, October 8, 2020.
                Respond to at least two of your peer's discussion posts by Saturday,
                October 9, 2021 by 11:59 p.m. ET.

Week #8   October 10, 2021 – October 16, 2021

Reading: Read Chapter 8 – Accountability: Use of Force, Ethics, Corruption,
                and Discipline
Quiz: Complete Quiz #4 on Wednesday, October 13, 2021 by 11:59 p.m. ET.

Week #9   October 17, 2021 – October 23, 2021

Reading: Read Chapter 9 – Civil Liability: Failing the Public Trust
Video: YouTube Video: Civil Liability of Law Enforcement Officers.
Discussion: Complete Discussion #4 by Friday, October 22, 2021 by 11:59 p.m. ET.
                Respond to at least two of your peer's discussion posts by Saturday,
                October 23, 2021 by 11:59 p.m. ET.

Week #10   October 24, 2021 – October 30, 2021

Reading: Read Chapter 10 – Federal and State Agencies: Protecting Our
                Borders and Freedoms
Quiz: Complete Quiz #5 on Wednesday, October 27, 2021 by 11:59 p.m. ET.

Week #11   October 31, 2021 – November 6, 2021

Reading: Read Chapter 11 – Municipal and County Agencies: Organization,
               Administration, and Roles
Video: YouTube Video: What Do Police Supervisors Do?
Discussion: Complete Discussion #5 by Friday, November 5, 2021 by 11:59 p.m. ET.
               Respond to at least two of your peer's discussion posts by Saturday,
               November 6, 2021 by 11:59 p.m. ET.
Note: Your Research Paper is due on Monday, November 15, 2021.

Week #12   November 7, 2021 – November 13, 2021

Reading: Read Chapter 12 – Policing Criminal Organizations: The Changing
               War on Drugs, Terrorists, Cybercriminals, and Gangs
Quiz: Complete Quiz #6 on Wednesday, November 10, 2021 by 11:59 p.m. ET.

Week #13   November 14, 2021 – November 20, 2021

Reading: Read Chapter 13 – Policing Special Populations and Problems: Mental Illness,
               Domestic Violence, Immigrants, and Human Trafficking
Research: Your Course Research Paper is due on November 15, 2021, by 11:59 p.m. ET.
Video: YouTube Video: Prince William County Police Co-Responder Unit.
Discussion: Complete Discussion #6 by Friday, November 19, 2021 by 11:59 p.m. ET.
               Respond to at least two of your peer's discussion posts by Saturday,
               November 20, 2021 by 11:59 p.m. ET.

Week #14   November 21, 2021 – November 27, 2021

Note: Thanksgiving Recess: No Classes (University Closed Nov. 24-28)
Reading: Read Chapter 14 – Information Technologies: Contributions and Caveats
Note: The Final Exam will be given on December 9, 2021.

Week #15   November 28, 2021 – December 4, 2021

Quiz: Complete Quiz #7 on Wednesday, December 1, 2021 by 11:59 p.m. ET.
Discussion: Complete Discussion #7 by Friday, December 3, 2021 by 11:59 p.m. ET.
               Respond to at least two of your peer's discussion posts by Saturday,
               December 4, 2021 by 11:59 p.m. ET.

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Week #16   **December 5, 2021 – December 11, 2021**

Extra Credit: If extra credit has been assigned, it must be submitted by Monday,
               December 6, 2021 by 11:59 p.m. E.T.
Final Exam: Complete the Final Exam on Thursday, December 9, 2021 by 11:59 p.m. ET.

Week #17   **December 12, 2021 – December 15, 2021 (Conclusion of Semester)**

Late Work: Approved late work assignments must be submitted for grading by Monday,
               December 13, 2021 at 11:59 p.m. ET. No work will be accepted after this date.
Final Class: Class concludes on Wednesday, December 15, 2021.

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