# MILWAUKEE AREA TECHNICAL COLLEGE
## Course Syllabus
### Fall 2014

**Course:** Police Report Writing & Testifying in Court  
**Credits:** 3

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>Course Number</th>
<th>Section Number</th>
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<tbody>
<tr>
<td>Police Report Writing</td>
<td>905</td>
<td>003</td>
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</table>

**Class Meets:** Mondays, 1PM –3:55PM, South Campus, Rm A120

**Instructor:** Mr. Tim Talaska

**Office:** B115  
**Milw-T245**

**Office Hours:** South Campus Mon 8am-9am, 12pm-1pm and 4pm-5pm  
**Milw. Campus Tue 12pm-1pm and 5pm-6pm**  
or by appointment

**Phone number:** 571-4610  
**E-mail:** talaskat@matc.edu

**Course Description:** This course is designed to develop the student’s ability to gather information regarding a variety of incidents, take proper notes, and record the information gathered on a variety of typical written reports. It also includes Testifying in Court about those incidents. The course will use classroom lectures, spelling tests, written assignments, classroom interviewing scenarios and other methods to develop these skills. **FOLLOWING DIRECTIONS** is extremely important to success in this course.

**Prerequisites:** Police 108, Police 113 and Police 117

**ADA Statement:**
If you have a disability that impacts your classroom performance and wish to request an accommodation, contact the Center for Special Needs at (414) 297-6838. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Center for Special Needs.

**Textbook:** Police Report Writing, 504-905, MATC, Police Notebook
### Supplies:
Black Ink Pen/Notetaking Material, Use of PC for Report Writing

### Course Competencies:
See COS on file

In addition, the following topics will be included, per Wis. DOJ, LESB guidelines:  
Report Writing, 22hrs, Testifying in Court, 8hrs

### Course Calendar:
08/25/14-12/15/14

### Course Requirements and Grading:
Students will be expected to turn in all assignments on time, take all tests and exams on the scheduled date. Any late tests, assignments or exams will be reduced one letter grade for each week late, and may not be accepted by the instructor. Final grades will be based on four (4) grade components. They are: Weekly spelling tests, (10%) weekly written report assignments, (40%), the mid-term (25%) and final-exam (25%). Extra credit assignments may be allowed, with instructor approval, and can improve a student’s grade.

### Grade Range:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-97</td>
</tr>
<tr>
<td>A-</td>
<td>96-93</td>
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<tr>
<td>B+</td>
<td>92-89</td>
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<tr>
<td>B</td>
<td>88-85</td>
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<tr>
<td>B-</td>
<td>84-81</td>
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<tr>
<td>C+</td>
<td>80-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-69</td>
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<tr>
<td>D+</td>
<td>68-65</td>
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<tr>
<td>D</td>
<td>64-61</td>
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<tr>
<td>U</td>
<td>60 or below</td>
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**Attendance Policy:** Punctuality & Regularity in attendance are expected. Per MATC’s policy and LESB Guidelines, 3 or more absences require a drop from the course by the instructor. Students are responsible for material missed during absences. Readmittance only thru permission of the Dean of the Criminal Justice Program.

Academic dishonesty such as, but not limited to, cheating, plagiarism, copying, or allowing another student to copy, and submitting the work as one’s own, is prohibited and will lead to disciplinary sanctions.

In addition, see the “Syllabus Receipt/Statement of Understanding” distributed during class regarding attendance requirements of the State of Wis., Dept. of Justice, Law Enforcement Standards Board (copy of signed form filed in MATC CJ office in student records file). Also, see Student Handbook for the MATC attendance policy.

Students are reminded that the “clock starts” for College certification Track Students on the first day of attendance of any core criminal justice course.

**Emergency/Evacuation Statement**

Every MATC building is equipped with a mass notification system that will be used by the Dept. of Public Safety to provide directions during an emergency.

All classrooms are also equipped with an Emergency Response guide which provides guidelines for dealing with emergencies. An electronic version of the guide is available at [http://matc.edu/public safety/pdf/Emergency Procedures Guide.pdf](http://matc.edu/public safety/pdf/Emergency Procedures Guide.pdf)

Students are asked to review these guidelines so they are familiar with emergency procedures. Please notify you instructor during the first week of the semester if you have a condition that may limit or affect your ability to evacuate the classroom/building in an emergency.

<table>
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<tr>
<th>Optional References/Bibliography:</th>
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<tbody>
<tr>
<td><strong>Student Complaint Procedure:</strong> Per MATC Handbook</td>
</tr>
<tr>
<td><strong>Classroom Conduct:</strong> Proper conduct and courtesy are expected in class. Cell phones, pagers, laptop computers and tape recording are prohibited in class. Smoking, eating food and chewing tobacco are prohibited, covered beverages are permitted.</td>
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MATC Core Abilities

Effective 9/1/09

Based on a very careful review by the Curriculum, Learning, and Assessment Core Committee, in which all the faculty were asked to submit suggestions, the MATC core abilities and core ability indicators were modified. These new MATC core abilities and core ability indicators were ratified by vote of faculty and administrative staff in every division. Please think about how your courses and programs will make use of this information.

Additionally, please think about how learning objectives fit into your courses. Although not yet required, use of learning objectives is strongly encouraged. Further, based on faculty feedback we have received, it is anticipated that learning objectives will likely become required within the next year.

Communicate effectively.
- Learner speaks effectively for the intended purpose, audience, occasion, and topic.
- Learner writes effectively for the intended purpose, audience, occasion, and topic.
- Learner applies rules of standard English language structure, including grammar and spelling.
- Learner uses correctly the language of his/her discipline.
- Learner chooses presentation format (oral, written, graphic) appropriately.
- Learner communicates in a bias-free manner.
- Learner supports viewpoints with evidence.

Collaborate with others.
- Learner cooperates with others.
- Learner resolves conflicts effectively.
- Learner participates in shared problem-solving.
- Learner demonstrates empathy, respect and concern for others.

Respect diversity.
- Learner acknowledges personal prejudices, and biases.
- Learner appreciates perspectives of people outside his/her own background/culture.
- Learner works collaboratively with people from other backgrounds/cultures.
- Learner demonstrates awareness of global issues.

Demonstrate responsibility.
- Learner prepares for and attends class.
- Learner turns in quality work.
- Learner adheres to safety rules and regulations.
- Learner acts professionally to fulfill job duties within chosen field.
- Learner demonstrates flexibility and self-directedness in learning.
- Learner acknowledges a responsibility to the global community (cultural, economic, environmental, political).
- Learner practices environmental sensitivity in his/her profession.
- Learner utilizes effective time management.

Think critically and creatively.
- Learner differentiates between assertions based on evidence and opinions.
- Learner considers others’ viewpoints and perspectives.
- Learner presents logical and reasonable arguments.
- Learner evaluates sources of information for credibility and reliability.
- Learner analyzes relationships between ideas, people, events, and things.
- Learner breaks complex problems into component parts.
- Learner selects and applies problem solving methods.
- Learner evaluates implications of alternative solutions.
- Learner anticipates future trends.
• Learner considers unconventional solutions.

**Utilize technology.**
• Learner acknowledges the scope of technology.
• Learner recognizes the cultural, social, economic, and political effects of technology.
• Learner solves problems using technology.
• Learner uses the technologies appropriate for their occupational program.
• Learner recognizes the impact of technology.
• Learner uses appropriate technology to obtain information.
• Learner uses appropriate technology to manage information.

**Apply math and science.**
• Learner applies math concepts and principles appropriately.
• Learner interprets and applies mathematical concepts that reach a solution.
• Learner collects observations and data in a scientific manner.
• Learner generates appropriate questions based upon observations.
• Learner formulates appropriate hypotheses.
• Learner tests their hypotheses through scientific investigation.
• Learner organizes data in a logical manner.
• Learner analyzes data appropriately.
• Learner interprets meaning from scientific data.

**Demonstrate environmental responsibility.**
• Learner models sustainable practices.
• Learner identifies environmental issues.
• Learner practices resource conservation.
• Learner practices environmental sensitivity.

**Embrace change.**
• Learner thinks positively of improved outcomes.
• Learner realistically assesses workplace environment.
• Learner anticipates challenges and adjustments.
• Learner increases flexibility.
• Learner reflects upon successful outcomes.
• Learner adjusts to changing circumstances.
• Learner celebrates successful change.