

Course Number and Title

CRJ 508: Seminar in Crime Analysis

Faculty Information

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Personal Pronouns: I will gladly honor your request to address you by an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Please note: You can change your displayed name in some ASU systems including Canvas, Email, and Google Apps. Learn more about preferred name displays here: <https://students.asu.edu/forms/preferred-display-name>

You can learn how to set personal pronouns in Canvas here: <https://lms.asu.edu/how-set-personal-pronouns-canvas>

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of

higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through [Our Aspirations](#) to be a vehicle through which we make the world a better place.

Course Information

Course Catalog Description

Examines advanced topics in the practice of crime analysis in the field of criminal justice. Students learn the terminology, principles and techniques crime analysts use in everyday practice. Provides an exploration of the various approaches to analyzing and reducing crime as well as the theories that inform those approaches. Examines situational analysis and its approach to managing the occurrence of crime; also explores crime prevention through community-based approaches to crime prevention.

Course Enrollment Requirements

Prerequisite(s): CRJ 506

Course Overview

Examines theory and practice of crime analysis in the field of criminal justice. Focuses on connections between community policing and crime analysis, with an emphasis on practical product creation and explanation of both critical thinking and technical processes required.

Course Learning Objectives

Upon successful completion of the course, students should be able to:

CLO1	Demonstrate theoretically-based techniques for tactical crime analysis.
CLO2	Create strategic crime analysis products for routine reporting.
CLO3	Demonstrate techniques for situational (localized) analysis.
CLO4	Apply techniques for administrative crime analysis.
CLO5	Apply design principles for various crime analysis products.

CLO6	Interpret crime trends and patterns.
CLO7	Demonstrate knowledge of community-based crime prevention & crime analysis theory and practice.

Course Materials

Textbook

Required

International Association of Crime Analysts. (2017). *Exploring Crime Analysis: Readings on Essential Skills* (3rd ed.). Overland Park, Kansas: International Association of Crime Analysts.

Crime Analysis with Crime Mapping, 4th Edition, by Rachel Boba Santos. ISBN 978-1-5063-3103-4

Computer Requirements

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running A recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.
- **Required Software:** Microsoft Office 365 (available for all students at ASU); Adobe Acrobat Reader DC (free)
 - Tableau software (downloaded to desktop) and Tableau Public online account. Available for free here: <https://public.tableau.com/en-us/s/>
 - Microsoft Excel
 - SPSS statistical program. Available through ASU My Apps
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- Canvas LMS computer requirements
- Zoom computer requirements

- [Tableau Public system requirements](#)
- [SPSS system recommendations](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Course Structure

Module 1 Introduction: Community-Based Crime Prevention & Crime Analysis

- Learning Objective 1.1: Assess which parties should be considered as parts of work groups, stakeholders, and professional networks for purposes of community problem solving
- Learning Objective 1.2: Apply theory to community-based crime prevention.

Module 2: Tactical Crime Analysis: Crime cycles, threshold analysis, & “top” lists

- Learning Objective 2.1: Explain when a 28- day crime cycle should be used for analysis instead of a monthly time period.
- Learning Objective 2.2: Interpret & create threshold reports.
- Learning Objective 2.3: Create a “top” list.

Module 3: Tactical Crime Analysis: Advanced pattern identification & additional tactical products

- Learning Objective 3.1: Identify crime patterns using data provided.
- Learning Objective 3.2: Describe the differences between a crime pattern bulletin, BOLO notice, and ATL notice

Module 4: Strategic Crime Analysis: Monthly reports & localized area reports

- Learning Objective 4.1: Interpret a monthly strategic crime analysis product.
- Learning Objective 4.2: Create a localized strategic crime analysis product.

Module 5: Strategic Crime Analysis: Policing projects: goal setting, evaluation, suggesting interventions

- Learning Objective 5.1: Determine appropriate goals for a strategic policing project.
- Learning Objective 5.2: Evaluate outcomes for a strategic policing project.
- Learning Objective 5.3: Locate resources for specific, localized policing projects

Module 6: Administrative Crime Analysis: Performance led budgeting & department goal setting

- Learning Objective 6.1: Assess existing department goals for appropriateness & realism of time frame.
- Learning Objective 6.2: Create performance led department goals for a hypothetical department.

Module 7: Administrative Crime Analysis: Department-a-glance reports, patrol scheduling

- Learning Objective 7.1: Apply best practices for design and information inclusion in department-at-a-glance reports.
- Learning Objective 7.2: Create a simple patrol schedule.

Assignments and Evaluation Procedures

Summary of Assignments

Assignment	Percentage
Sign-offs	2%
Discussion Boards	28%
Other Assignments	70%
Total	100%

Reading Assignments

Reading assignments and videos are intended to provide both topical knowledge and detailed practical instructions on how to conduct crime analysis and complete assignments. The readings are primarily drawn from the textbooks, but are supplemented with industry and occupational materials used by crime analysts and academic articles. Students are required to locate additional academic articles for assignments, and are encouraged to use the ASU library to do so. Videos in this course are instructional materials created by the professor and are intended to supplement the readings and provide how-to for crime analysis and assignments.

Unless otherwise specifically assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, assignments, or other assessments.

Sign-offs

Students are required to demonstrate that they have downloaded and can use SPSS and Tableau in the first week of the course. These two sign-offs count for 2% of the total grade.

Discussion Boards

To encourage student communication and help students keep current with assigned material, students will participate in 4 discussion boards across the duration of the course. These discussion boards collectively count for 28% of the final grade in the course. There is a grading rubric on Canvas for these assignments. References are required where appropriate.

Product & Essay Assignments

There are 7 additional assignments for this course, worth a combined 70% of the final grade. There are two basic types of longer assignments: written assignments, and combination assignments which include both visualizations and written work. There are grading rubrics in Canvas for these assignments. All written work should include a reference section.

Essay: Community Policing & Crime Analysis

Write a three to five- page essay describing the overlap of community policing and crime analysis. Use at least 5 academic sources.

Submit your essay as a word document to your instructor via Canvas.

Product & Essay: Threshold Report

Create a one-page threshold report for a relevant variable and time period of your choice. Options include, but are not limited to: weekly crime reports for a high-frequency offense; calls for service by crime cycle; monthly collisions.

Write a 2-3 page essay explaining your process and choices and interpreting your results.

Submit your report and your essay to your instructor via Canvas. The product may be word or pdf; the essay must be a word document.

Product & Essay: Spree identification

Identify the spree in the data provided.

Create a crime pattern bulletin for that pattern for distribution to patrol officers. The bulletin should include: branding, date, title, dissemination restriction, photo of suspect (add your own), spree description, table of cases included in spree, table of cases potentially in spree (if applicable).

Write: Write a 2-4 page essay about this product and process. Describe your process and reasoning. Which cases should definitely be included, and which cases should be examined more closely (need more details) for potential inclusion?

Submit your bulletin and essay to your instructor via Canvas. The product may be word or pdf; the essay must be a word document.

Product & Essay: Local Area Report

Create a local area report for a neighborhood meeting. Your report should include a map, relevant crime and/or calls for service, a 3-6 month time period, and repeat incident chart if applicable. Use best practices for design. For this assignment, a local area should be a neighborhood, police beat, or other geographic area that is smaller than a city/town, but larger than a single block.

Write a 2-3 page essay explaining your process and interpreting your results.

Submit your product and essay to your instructor via Canvas. The product may be word or pdf; the essay must be a word document.

Policing project comparison essay

Write a 3-5 page essay comparing & contrasting the write-up of the two policing projects provided. Both were successful, but what was present in one that should have been in the other? Was anything missing from both? What was excellent and what could have been better, and why/how?.

Submit your essay as a word document to your instructor via Canvas.

Develop performance measures

Create 3 original departmental performance measures for a real police department of your choice, including baselines, targets, timelines, and potential timeline accelerators. Explain how you will measure your performance. Describe strategies to achieve your proposed goal, and include stakeholders from the community and other departments who should be involved in these measures' success. Follow the worksheet provided.

Write a 2-3 page essay in which you address the following:

- Explain how you will measure your performance.
- Describe strategies to achieve your proposed goal, and include stakeholders from the community and other departments who should be involved in these measures' success.

Submit your worksheets as a word document via Canvas.

Department at a Glance or Patrol Scheduling Product & Essay

Student's Choice:

Create a Department-at-a-Glance report. Using your own data or data from a department selected by the instructor, create and interpret a one-page (up to front and back) Department-at-a-Glance report.

Write a 3-5 page essay describing your process, choices, and interpretations. Include at least 5 different elements as discussed in the lecture/powerpoint. What elements did you include and why? Where did you find information for this report? Interpret the information on the report - what stands out?

OR

Create Patrol Schedules. Using your own data or data from a department selected by the instructor, create two patrol schedules. The first should be a non-proportionate schedule that only takes into consideration the number of officers and geographic areas. The second should be a proportional schedule that includes considerations of geographic areas, officers available, and demand for service. Provide visuals of each schedule.

Write a 3-5 page essay describing the process and comparing the outcomes. Include details about the number of officers available, the number of squads, the basic schedule requirements (ex: 4/10s), number of geographic areas. Explain your choices and the resulting schedule.

Submit your product and essay to your instructor via Canvas. The product may be word or pdf; the essay must be a word document.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Grading

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 72 hours of the due date via the Gradebook, excluding weekends and holidays.

Grade Scale

This course does not use a +/- grading system. Rather, final letter grades will be awarded as defined in the table below:

Grade	Percentage
A	90.00% – 100.00%
B	80.00% – 89.99%
C	70.00% – 79.99%
D	60.00% – 69.99%
E	Below 60%
Y*	80.00 % - 100 %

*The Y (Satisfactory) grade may be an option for this class. This is in lieu of pass/fail and only applies for coursework with a C grade or better on a case-by-case basis. The Y grade does earn class credit but does not calculate into your GPA. If you are considering requesting the Y grade, make an appointment to discuss this with your professor.

Managing COVID-19 at ASU

The [Centers For Disease Control and Prevention](#) has the most up-to-date information about the status of COVID-19 in the U.S. You also can find more from the [Arizona Department of Health Services](#).

For the most updated information regarding coronavirus at ASU, visit coronavirus.asu.edu. Visit the [Coronavirus FAQs](#) for common questions and answers related to the virus at ASU.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all [Health Services locations](#). Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

Face Coverings

You are encouraged to follow [CDC recommendations on face coverings](#).

COVID-19 Testing

To assist individuals in monitoring their own health, testing is available for anyone who wishes to know their health status related to COVID-19. You can [participate in COVID-19 testing](#), free of charge; no appointments are necessary.

If you are sick

If you test positive or have symptoms, we ask that you follow the [CDC recommended steps to self-isolate](#) and avoid contact with others, except to get medical care. Students can contact ASU Health Services (480-965-3349 or eoss.asu.edu/health), who will advise you about scheduling a telehealth or in-person appointment; students should also contact their professors.

Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Course Policies

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of

registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline..

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the

sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from SAILS is required. Once registered with

SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing student.accessibility@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Attendance and Accommodation of Excused Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Missed Classes Due to University-Sanctioned Activities

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earn a final grade.

Accommodation for Religious Practices

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instructor will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eooss.asu.edu/cora/holidays>].

Accommodation for Line of Duty

In accordance with SSM 201-18:

1. Line-of-Duty Missed Assignment Make-Up Policy (incomplete or withdrawal not required).

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed. Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veterans Center shall determine whether a particular event qualifies as a military line-of-duty activity.

2. Activation for Military Duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to

the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Accommodation for Illness

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

This is an online, asynchronous course, so attendance is not taken. Please follow guidelines for late work if you will miss a deadline due to illness.

Other Absences

Consistent class participation is essential for success in this course. However, class attendance is not part of your final course grade. You only need to contact me if you miss class on a day an assignment is due. If you have a planned excused absence on such a day, arrangements will be made for you to make up the missed work. Classwork missed for any other reason will not be excused.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The [Bluebook: A Uniform System of Citation](#)* in all papers.

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within **1 business day**.

For questions of a personal nature, email your instructor directly.

Allow between 24 and 48 hours for replies to direct instructor emails, excluding weekends and holidays.

Please include the course number in emails to your instructor. Please address me as Dr. Louton or Professor Louton in correspondence.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Due Dates, Late, or Missed Assignments

Assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless an extension was granted by the professor in advance of the due date.

Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for each day the assignment is late. All coursework needs to be submitted by the last day of class unless arrangements have been made for an Incomplete grade.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

When emailing me, please include the course number “CRJ 506” in the subject of your email, so I can prioritize it over other emails that are not course related.

Extra Credit

Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in this syllabus, no individualized extra credit work will be permitted. Why? Extra credit is unfair to the students who do their work diligently all semester long.

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director’s official designee, which may include the School’s Academic Grievance Officer or the Associate Director of the School. If the dispute is not resolved at the School level, the student may appeal to the Dean’s official designee. The appeal process is final at the College level.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services (SAILS).

Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the

basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or

victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Student Success

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.

University Academic Success Programs

Free tutoring support is available in person and online for most courses and for currently enrolled ASU students. Services are offered through ASU's [University Academic Success Programs](#) for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

Pacing and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content and read ahead, assignments will not be released until the week they are to be reviewed

and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Course Schedule

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor for any given class session.

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy.

ACTIVITIES/ASSIGNMENTS	PERCENTAGE	DUE DATE
MODULE/WEEK 1: Community-based policing & crime analysis		
Read: - Syllabus - DOJ Community Policing Defined - Boba Santos 2014 The Effectiveness of Crime Analysis for Crime Reduction - Boba Santos Ch. 3 Watch: video lecture	--	--
Module 1 Discussion Board: Introductions	4	10/20, 10/23
Module 1 Software sign-offs	2	10/23
Module 1 Community Policing Essay	10	10/23
MODULE/WEEK 2: Tactical Crime Analysis: Crime cycles, threshold analysis, & "top" lists		
Read: - Palm Springs Threshold Analysis: https://chiefmills.com/2019/08/19/threshold-analysis-measuring-crime-data/ - Bruce, C.B. (2008). The Patrol Route Monitor: a Modern Approach to Threshold Analysis - Sutherland et a. (2019). Evidence vs. Professional Judgment Optional reading: Optional: Miles (2008). An Empirical Analysis of the FBIs Top Ten Most Wanted	--	--
Watch: lecture video; 28-day crime cycle calculations; Top lists example;		

Threshold report example		
Module 2 Discussion	4	10/27, 10/30
Module 2 Product & essay: Threshold report	10	10/30
MODULE/WEEK 3: Crim Tactical Crime Analysis: Advanced pattern identification & additional tactical products		
Read: - Boba Santos, Ch. 9 & 10 - IACA Ch. 17 Watch: video lecture	--	--
Module 3 Discussion	4	11/3, 11/6
Module 3 Product & essay: Spree bulletin	10	11/6
MODULE/WEEK 4: Strategic Crime Analysis: Periodic strategic reports & localized area public reports		
Read: IACA Ch. 8, 12 Watch: Video lecture; Example how to make a local area report	--	--
Module 4 Discussion	4	11/10, 11/13
Module 4 Product & essay: Local area report	10	11/13
MODULE/WEEK 5: Strategic Crime Analysis: Policing projects: goal setting, evaluation, suggesting interventions		
Read: POP Center materials IACA CH. 7 Alpert et al., 2001 Watch: Video lecture	--	--
Module 5 Discussion	4	11/17, 11/20
Module 5 Essay: Comparing policing projects	10	11/17, 11/20
MODULE/WEEK 6: Administrative Crime Analysis: Performance led budgeting & department goal setting		
Read: Boba Santos Ch. 16 Sparrow, 2015. Measuring Performance in a Modern Police Organization Watch: Video Lecture Extras: University of Wisconsin Performance Based Budgeting ppt. Tempe performance portal: https://performance.tempe.gov/	--	--
Module 6 Discussion	4	11/23, 11/27
Module 6 Product: Performance measures	10	11/27
MODULE/WEEK 7: Administrative Crime Analysis: Department-a-glance reports, patrol scheduling		
Read: Burren & Stenzel 1984 Skim: Chaiken & Dormont 1975	--	--

Watch: Video lecture Extras: Chicago Police Department Strategic Plan - see pg. 8 for CPD at a glance Tempe Quick Facts		
Module 7 Discussion board	4	12/1, 12/2
Module 7 Product & essay: Either department at a glance report or patrol schedule	10	12/2