



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009

(i.e. 2003-2004)

NEXT REVIEW: 2013-2014

(i.e. 2008-2009)

STATUS: A

(A, I, D)

COURSE TITLE: Communications

COMMON COURSE NUMBER: CJK 0017

CREDIT HOURS:

CLOCK HOURS: 76

(Voc. Course ONLY)

CONTACT HOUR BREAKDOWN

(per 16 week term)

Lecture: **76**

Lab:

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed to provide students the communication skills relevant to the duties of criminal justice officers.

UNIT TITLES

- 1. Telecommunications**
- 2. Communication and Interpersonal Skills**
- 3. Human Interaction**
- 4. Interviewing**
- 5. Report Writing**



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EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

1. In-class exercises
2. Individual presentations
3. Group presentations
4. Written Examinations

***** Complete the following only if course is seeking general education status *****

GENERAL EDUCATION Competencies and Skills *:

Please highlight in **green** font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force



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UNITS

Unit 1 Telecommunications

General Outcome:

- 1.0 The student shall:** be able to use FCIC and NCIC, know how they serve as law enforcement information resources, and understand the proper procedure for radio usage.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Identify the acronyms FCIC and NCIC.
- 1.2 Determine what information is available through FCIC.
- 1.3 Identify the location of FCIC and NCIC.
- 1.4 Identify the relationship between FCIC and NCIC.
- 1.5 Identify the major assets of the FCIC.
- 1.6 Identify the national communication link available through FCIC.
- 1.7 Identify how information becomes available through FCIC.
- 1.8 Identify factors that will ensure officers' efficient and effective use of the FCIC system.
- 1.9 Identify the legal issues for the confidential information is disseminated for non-law enforcement purposes.
- 1.10 Identify what information to provide when requesting a check.
- 1.11 Obtain information related to desired check.
- 1.12 Submit information to dispatch
- 1.13 Identify the policies for conducting a check.
- 1.14 Demonstrate proper use of a portable radio unit.
- 1.15 Locate radio equipment in a standard police vehicle.
- 1.16 Identify the duties of the communications officer.
- 1.17 Identify primary components of a portable police radio.
- 1.18 Identify general radio procedures.
- 1.19 Speak into a police radio mike using proper radio protocol.
- 1.20 Identify steps to take prior to voice transmissions.
- 1.21 Identify speech habits that affect clear communications when using a police radio.
- 1.22 Identify appropriate radio system use.
- 1.23 Identify communications privacy when using a mobile radio system.
- 1.24 Identify proper radio protocol.
- 1.25 Identify oral brevity codes.
- 1.26 Identify Phonetic Alphabet.
- 1.27 Demonstrate proper preparation of radio messages.
- 1.28 Communicate essential information using a police radio.
- 1.29 Identify how to write a BOLO (Be-On-The-Lookout) report of a person, property, or vehicle.
- 1.30 Identify essential information based on type of call.
- 1.31 Identify essential information for answering calls.
- 1.32 Identify essential information for checking in and out of unit.



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Unit 2 Communication and Interpersonal Skills

General Outcome:

2.0 The student shall: be able to identify the elements and barriers to effective communication.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify the purpose of interpersonal communication.
- 2.2 Identify terms that describe the process of communication.
- 2.3 Identify the elements that are essential to effective interpersonal communication.
- 2.4 Identify behaviors that convey courtesy.
- 2.5 Identify common forms of non-verbal communication.
- 2.6 Identify barriers that could hinder the communication process.



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Unit 3 Human Interaction

General Outcome:

The student shall: be able to identify the adverse effects of prejudice, discrimination, perception and assumptions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Define *community*.
- 3.2 Identify officer's response to community expectations.
- 3.3 Identify how an officer's responses can be influenced by his or her thoughts.
- 3.4 Define *self-talk*.
- 3.5 Describe techniques for self control.
- 3.6 Define *self-knowledge*.
- 3.7 Identify emotional triggers that may influence an officer's behavior.
- 3.8 Identify ways to understand and provide feedback.
- 3.9 Define *stereotyping*.
- 3.10 Define *bias/prejudice*.
- 3.11 Define *discrimination*.
- 3.12 Define *perception*.
- 3.13 Define *assumption*.



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COURSE OUTLINE

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Unit 4 Interviewing

General Outcome:

- 4.0 The student shall:** be able to explain the interview preparation process, conduct an interview in a preliminary investigation, explain the basics of documenting an interview, and complete a sworn statement in accordance with Florida law.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 List proper steps to prepare for an interview.
- 4.2 Identify the primary responsibilities of the interviewer.
- 4.3 Identify when to interview.
- 4.4 Identify who to interview.
- 4.5 Identify the primary factors that influence the success of an interview.
- 4.6 Identify an appropriate location for an interview.
- 4.7 Identify the importance for allowing sufficient time for a thorough interview.
- 4.8 Identify factors that influence the order of interviews.
- 4.9 Identify elements of the interview process.
- 4.10 Identify techniques that encourage the person to explain fully.
- 4.11 Identify effective interview techniques.
- 4.12 Identify if the information gained is suitable for submission to court.
- 4.13 Identify how to evaluate the effectiveness of an interview.
- 4.14 Identify how to document the interview.
- 4.15 Identify the procedures to follow in taking notes.
- 4.16 Identify the importance of separating the interviewees
- 4.17 Identify when statements should be obtained.
- 4.18 Identify the basic procedures to follow when taking statements.
- 4.19 Identify the importance of appropriate location, materials, interpreters, and equipment
- 4.20 for taking the statement.
- 4.21 Identify the need for participant, witness, or suspect to prepare a written statement or give an oral recorded statement.
- 4.22 Identify the importance of developing questions based on what the witness says. .
- 4.23 Identify the person to provide statement.
- 4.24 Identify when it is necessary to administer oath.
- 4.25 Identify when an officer can notarize a statement according to Florida law.
- 4.26 Identify the importance of interviewee's signature on written statements.
- 4.27 Identify whether the statements should be oral or written.
- 4.28 Identify the appropriate method of recording the statement
- 4.29 Identify the basic kinds of information needed in a statement.
- 4.30 Identify the importance of reviewing interviewee's statements for completeness.
- 4.31 Identify the type of assistance that an officer can provide if required, and use a witness to document the assistance.
- 4.32 Identify what to do if a person is unable to sign statement.
- 4.33 Identify what to do if a person is unwilling to sign statement.
- 4.34 Document the interview.



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Unit 5 Report Writing

General Outcome:

5.0 The student shall: should be able to explain the importance of report writing as a critical job function in law enforcement, apply appropriate methods for taking field notes, assemble and organize previously collected information for completing a proper report, identify and apply proper elements and principles of writing a good report, write coherent narratives with proper content and format, and apply appropriate parts of speech and grammar mechanics in writing reports.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Define *report*.
- 5.2 Identify the purposes of a report.
- 5.3 Identify that agencies use a variety of different forms.
- 5.4 List the categories of operational reports.
- 5.5 Identify the readers of a police report.
- 5.6 Identify common proceedings in which a police report may be used.
- 5.7 Identify the basic steps of report writing.
- 5.8 Identify the purpose of note taking.
- 5.9 Select the correct information to record into notes.
- 5.10 Identify the additional descriptions that may be required to clarify the basic facts.
- 5.11 Identify why it is important to alternate between listening and writing.
- 5.12 Identify the importance of using the correct spelling and recording accurate numbers in notes.
- 5.13 Identify common abbreviations to use in note taking.
- 5.16 Identify how to organize notes.
- 5.17 Identify chronological ordering.
- 5.18 Identify categorical ordering.
- 5.19 Define *narrative*.
- 5.20 Identify the elements of report writing.
- 5.21 Identify which verb tense should be used in reports.
- 5.22 Identify the differences between content and format.
- 5.23 Explain the importance of addressing all the elements of a crime.
- 5.24 Identify the elements of the preferred method for structuring a report.
- 5.25 Identify the questions a report narrative must answer.
- 5.26 Define *sentence*.
- 5.27 Define *sentence fragment*.
- 5.28 Identify tools that can be used to reduce spelling errors.
- 5.29 Identify the rules of punctuation.
- 5.30 Define *editing*.
- 5.31 Define *proofreading*.