SLATE Demonstration Curricula
Contextualizing English and Public Safety Education
SLATE Demonstration Curricula

Strategic Linking of Academic and Technical Education (SLATE)

Contextualizing English and Public Safety Education

What Sparks Your Interest?

Prepared by
Placer-Nevada English and Public Safety
Contextualized Learning Council
This project was supported by a grant from The James Irvine Foundation.
**Contextualizing English and Public Safety Education**

**What Sparks Your Interest?**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>4</td>
</tr>
<tr>
<td>Council Background</td>
<td>6</td>
</tr>
<tr>
<td>Council Participants</td>
<td>6</td>
</tr>
<tr>
<td>Cross-Disciplinary Lessons</td>
<td>9</td>
</tr>
<tr>
<td>Handouts</td>
<td>25</td>
</tr>
</tbody>
</table>
**SLATE:**
Strategic Linking of Academic and Technical Education

**Preface**

In 2011, the James Irvine Foundation generously committed to funding two years of SLATE with the following objectives:

1. Establish English and mathematics cross-discipline, intersegmental faculty councils called Contextualized Learning Councils (CLCs) to create teaching materials and methodologies that provide context and links to real-world applications;

2. Develop, publish, and disseminate eight contextualized curricular units, four English and four mathematics, connected to technical education and other academic disciplines; and

3. Develop a model of faculty professional development.

To achieve the objectives, CLCs were established across California in early 2011. In addition to English and mathematics, the disciplines represented were bio-science, business, environmental science, industrial technologies, mechatronics/manufacturing and product design, public health, public safety, social science, and statistics. Each of the councils had its own personality and motivations, and the curriculum reflects that. The contextualized learning councils were:

- Contra Costa English, Mathematics, and Environmental Science
- Los Angeles English and Social Science
- Placer-Nevada English and Public Safety
- Placer-Nevada Mathematics, Engineering, and Manufacturing
- San Bernardino West English and Environmental Science
- San Francisco Mathematics and Public Health
- Santa Barbara English, Journalism, and Media Arts
- Santa Barbara Mathematics and Automotive
- Shasta English and Small Business
- Shasta Mathematics and Industrial Technology

Each of the councils has its own personality and motivations, and the curriculum reflects that.
In addition to creating field-test ready curricula through an interdisciplinary and linked approach to improve student learning, SLATE improved professional learning for faculty via the same strategy. The SLATE curriculum design process, involving regional faculty members working across disciplines and segments, proved to be a powerful form of professional development. Participants had the advantage of long-term, ongoing support in a venue where they gained in-depth content knowledge informed by a cross-discipline.

The teaching strategies developed through SLATE will be extremely valuable as SLATE high school faculty prepare students with 21st century skills that meet the rigor and relevance demanded by the Common Core State Standards. At the same time, their postsecondary partners have a better understanding of these new standards: what they mean in terms of high school students’ preparation and what adjustments colleges may need to make regarding aligning curricula, programs, and services to ensure students’ continued progress.

Overall, the game-changing cross-disciplinary curriculum and assessments SLATE participants developed have moved them to the forefront of educational leadership. As evidence grows regarding the link between quality professional development and improved student achievement—and school reform—SLATE stands out as an exemplar of how dialog and reflection in a learning community of colleagues turn into achievement in the classroom.

Sandra Scott, Project Director
COUNCIL BACKGROUND

The Placer-Nevada English and Public Safety Contextualized Learning Council (CLC) is located in northern California about halfway between Sacramento and Reno, Nevada, in the foothills of the Sierra Nevada mountains. The council had a participant representation of high school and Sierra College English and public safety teachers. The council strengths came from positive and mutually respectful relationships and appreciation for what each participant brought to the table.

The Public Services Industry Pathway was chosen because its faculty members were interested in integrating their real-world applications with English Language Arts. Prior to the SLATE project, the council was a Professional Learning Council (PLC) focused on English. The transition from a single-discipline council to a cross-discipline council—English, fire technology, emergency medical technician, and administration of justice—went smoothly. In fact, all the participants indicated how much they learned from each other and how excited they were to improve their curriculum and instruction based on newly acquired cross-discipline knowledge, skills, and understandings.

Student success was the council’s number one goal. Helping students understand “why” they need to gain a particular set of skills, gather certain knowledge, and create an understanding of the big ideas of the disciplines was the highest priority. Participants believed that helping students apply and adapt their knowledge, skills, and understandings in real-world scenarios is the most meaningful way to achieve the goal.

Concentrating on topics of interest to students was the means by which council members were able to connect, communicate, and collaborate across disciplines. The result is that students were placed at the heart of creating public safety and English blended curriculum that cultivates the kind of knowledge and skills that are required on the job.

Council Participants

Virginia Horowitz, SLATE Regional Coordinator
Ersula Bombard, Western Placer Unified High School District
Kent Fortin, CLC Chair, Sierra Community College
Susan Johnson, CLC Scribe, Sierra Community College
Susan Laughrea, Roseville Joint Union High School District
Holli Little, Western Placer Unified High School District
John Montgomery, Roseville Joint Union High School District
Wes Mueller, Roseville Joint Union High School District
Dave Sinclair, Sierra Community College
Blair Spaulding, Sierra Community College
Andrea Zimmerman, Roseville Joint Union High School District
What Sparks Your Interest?
Investigation of a Public Service Career

Introduction .................................................................................................................................... 10
Lesson 1—Introduction: Exploration of a Public Service Career.................................................. 17
Lesson 2—Interviewing, Active Listening, and Accurate Note Taking......................................... 21
Lesson 3—Application: Technical Writing.................................................................................... 23
Handouts .................................................................................................................................... 25
INTRODUCTION

Grade Level:
high school and postsecondary

Time:
This unit will take two weeks, depending on the course and class schedule. The suggested time may need to be adjusted by how much pre- and/or reteaching is necessary for student success. Students need appropriate time to learn how to apply their new knowledge in familiar and/or unfamiliar scenarios.

Cross-Disciplines:
- emergency medical technician (EMT)
- fire technology
- administration of justice
- English (high school and community college)

This unit is designed for integration into:
- high school English courses for 11th and/or 12th grade students
- English A (one level below freshman) in community college
- English 1A (freshman English Composition) at a community college
- EMT, fire technology, and administration of justice courses
- other appropriate public service industry/public safety courses in high school or community college

Unit Overview
This unit focuses on effective written and oral communication in the cross-disciplines of English, fire technology, EMT, and administration of justice. The assignments/assessments in this unit allow students to recognize and experience the transferable skills of reading, writing, listening, and speaking learned in general education courses and real-world applications in their Career Technical Education (CTE) courses. The following types of writing are included in this unit:

Technical Writing:
Students write incident reports that demonstrate clear, succinct, unbiased, and accurate writing. The writing assignments contain the general education elements of description, narration, process analysis, and cause-effect, and include specific descriptors from EMT, fire technology, and administration of justice courses.
Report Writing:
Students write industry-appropriate reports that use their personal observations of situations and information from interviews with others.

Expository Writing:
Students write a research paper and a self-reflection narrative.

Essential and Topical Questions
Essential Questions:
1. What does it mean to be a public servant? (This essential question is at the core of the disciplines of the Public Services Pathway.)
2. What is the role/responsibility of the individual to be a positive influence in his/her community and/or the world? (This essential question is at the core of the disciplines of the Public Services Pathway and is also a broad, overarching essential question that is not content- or course-specific.)
3. How are different forms of communication utilized in our work life, our private life, and our interaction with others in our community? (This is a broad, overarching essential question.)

These essential questions guide the focus of students through the unit. Lead students in discussions and formulating responses to these questions throughout the unit, as appropriate. Note how answers change, or don’t change, over time based on learning experiences and new knowledge. Answering these questions should lead to more questions as students create their own deep knowledge, understandings, and transferable skills. These essential questions should help “drive” the unit. Post the essential questions in the classroom in a prominent place and refer to them regularly during the unit lessons, as appropriate.

Topical Questions:
1. How can your chosen career contribute to the community and/or to the world at large?
2. What are the character traits of an ideal public servant?
3. What is the importance of accurate language in technical writing as it pertains to a chosen career?

These topical questions are linked to specific essential questions, signaling to the student that the learning process has stages. Answers to these topical questions lead to other questions and new inquiries, causing students to reflect on their earlier answers. These questions are designed to guide students to actively investigate their world through discussions, research, and problem solving. Have students discuss and respond to these questions before, during, and/or after learning experiences, as appropriate, and justify their answers while they add new questions that call for deep thought and reflection. Since there are no right or wrong answers to these questions, have students provide evidence to support their conclusions and note how their responses are influenced (or not) by the thinking of others.
Learning Objectives
Students can

- define the responsibilities, objectives, mission, and major requirements of a chosen CTE career: fire technology, EMT, or administration of justice;
- identify how their chosen career contributes to the community and/or the world;
- recognize the importance of accurate language in technical writing for administration of justice, EMT, and fire technology; and
- conduct an effective interview and accurately document an incident for an official report.

Prior Knowledge

<table>
<thead>
<tr>
<th>PROFICIENCY</th>
<th>BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions of language</td>
<td>Demonstrate command of the conventions of standard English and grammar usage.</td>
</tr>
<tr>
<td>Structure and organization of writing</td>
<td>Use the writing process to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>Oral interviews (listening and speaking)</td>
<td>Direct conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.</td>
</tr>
<tr>
<td>Oral interviews (listening and speaking)</td>
<td>Develop note-taking skills, such as: identifying the main ideas, paraphrasing, and using accurate citations.</td>
</tr>
<tr>
<td>Oral interviews (listening and speaking)</td>
<td>Develop summarizing and synthesizing skills.</td>
</tr>
<tr>
<td>Oral interviews (listening and speaking)</td>
<td>Develop interviewing skills, such as: asking appropriate open-ended interview questions, active listening, and accurate note taking.</td>
</tr>
<tr>
<td>Improvement of writing</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
</tr>
<tr>
<td>Argument or persuasive writing</td>
<td>Write arguments to support claims through examination and analysis of substantive topics or texts, using valid reasons and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>Informative/explanatory text</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>Technical writing</td>
<td>Produce writings that are clear, succinct, unbiased, and accurate. The writings contain elements of description, narration, process analysis, and cause-effect, focused for a specific audience and purpose.</td>
</tr>
<tr>
<td>Narrative writing</td>
<td>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured sequences.</td>
</tr>
<tr>
<td>PROFICIENCY</td>
<td>BRIEF DESCRIPTION</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Research to build and present knowledge</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrate understanding of the subject under investigation.</td>
</tr>
<tr>
<td></td>
<td>Gather relevant information from multiple authoritative print and digital sources; use advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance on any one source; and follow a standard format for citation, including footnotes and endnotes.</td>
</tr>
</tbody>
</table>

Standards

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools K–12*; Standards for English Language Arts 6–12**

**Writing Standards, Grades 11–12:**

W 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening Standards, Grades 11–12:
SL 4a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques.

Language Standards, Grades 11–12:
L 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

California Career Technical Education Model Curriculum Standards, Grades 7–12*
Public Services Industry, Protective Services Pathway:
C1.0 Students apply cognitive, critical thinking, and problem-solving skills to formulate solutions to problems common in the protective services career field.
C3.0 Students understand the safety, health, and environmental responsibilities of those in the protective services pathways.
C5.0 Students understand the common objectives and mission of the protective services, which are to solve problems, save lives, and protect property.
C8.0 Students understand the laws, ordinances, regulations, and organizational rules that guide their respective protective services career field.

Student Learning Outcomes
Sierra College Public Safety Program:
• Determine the role of ethics, integrity, and professional conduct within the EMT services profession, the criminal justice fields, and the fire technology field.
• Communicate effectively in oral presentations, written reports, and research papers.

Community College English Course:
• Identify and apply rules of grammar, mechanics, and usage.
• Recognize and edit sentence-level errors.
• Recognize and apply effective choices in diction and syntax.
• Recognize and apply effective patterns of exposition, such as description, narration, comparison/contrast, argument, process analysis, and classification/division.

• Recognize and apply strategies of thesis development.
• Recognize and incorporate effective evidence to support a thesis.
• Recognize and apply models of paragraph organization.
• Recognize and apply patterns of discourse in the generation of ideas.
• Recognize and apply the stages of the writing process to independent writing.
• Interpret, analyze, and evaluate the writing of others for elementary logic, reasoning, and rhetorical methods.

To achieve the English course outcomes, the students will perform the following course outline of activities:

• Write a minimum of 6,500 words of clear and effective college-level expository prose through both in-class and out-of-class assignments.
• Choose and narrow a topic appropriate for college-level expository writing.
• Organize a full-length essay with appropriate attention to audience.
• Develop ideas in a full-length essay with a clear sense of purpose and audience.
• Apply combinations of basic cognitive and rhetorical modes.
• Use researched material to incorporate and synthesize ideas and information from multiple sources in at least one essay.
• Integrate and document quotations and paraphrases in essays.
• Revise and edit full-length papers.
• Evaluate hard copy and online sources for credibility and legitimacy of authority.
• Identify and apply appropriate MLA documentation style to format essays and cite source material from both electronic and traditional sources.

Assessments

1. Students write a research paper exploring several aspects of a public service career. The final product demonstrates clarity of thought; is well-developed, cohesive, coherent, and complete; and uses correct conventions of language. The skills of analysis and synthesis from multiple sources, including a personal interview of a public servant, are integral to the work and are in evidence throughout.

A research rubric is shared with students prior to beginning the assignment to help them reach standard or above standard on the assignment. Or, students can work together, with the teacher, to create their own rubric and anchor papers to help students internalize what “at standard” or “above standard” includes (see sample rubric, Handout 1J, in Handouts section).

Students are given an opportunity to reflect on the drafts of their research paper and improve their writing over time, individually, and/or through a peer review/editing process.
2. Students write a witness statement, field notes, and crime report that include the following:
   - only factual information and objective language
   - concise, clear, and coherent writing
   - correct chronology
   - a focus on what is most significant for the specific purpose and audience
   - appropriate conventions of language
   - relevant common core listening and speaking standards, if pertinent to the product

3. Students are given an opportunity to reflect on the drafts of their research paper and improve their writing over time, either individually and/or through a peer review/editing process. Students identify the skills they acquired, the knowledge and understandings they gained and applied, and their response(s) to the linked essential questions and topical questions as a result of completing an assignment during the course. They reflect on what they now know about themselves as learners, and what improvements they would institute the next time they perform the task or a similar one.
LESSON 1
Introduction: Exploration of a Public Service Career

Setup

Instructional Materials:

- Handouts 1A through 1K
- large poster paper for small group activity

Required Technology:

- document cameras
- projectors
- access to computers/Internet and website links:
  - http://owl.english.purdue.edu/owl/resources
  - www.polleverywhere.com

Introduction

This is a multi-day lesson. The teacher will need to use judgment about how much material is appropriate for each day to optimize student learning, including guided and independent practice, and to build transfer skills. The teacher will:

- Have students respond to the questions over time and note how their responses change, or do not change, based on new information.
- Ask students to explain and justify their answers on a regular basis.
- Help students identify logical connections between new information and their responses to the questions.
- Model a “Think Aloud” to share personal responses about how knowledge, skills, and understandings have changed over time on a particular topic.

Activity 1—Ice Breaker

Students make introductions and connections with each other. To facilitate this activity, the teacher conducts an Internet search for appropriate icebreaker activities. Some examples are: Four Corners, Fluid Group Exercise, Either/Or, That’s Me.
Activity 2—Code of Ethics

Students begin to investigate the parameters of the public service/safety fields. As an introductory discussion, ask students, “How many days do you think most people can go without interacting with a public servant such as a teacher, doctor, nurse, peace officer, firefighter, or EMT? Use www.polleverywhere.com to take a “real time” poll to answer this question in your class. Discuss the results. (Poll Everywhere is an audience response system that uses cell phones, Twitter, and the web.)

1. Students participate in a class discussion about ethics and responsibilities in the public service/safety field using the actual code of ethics found in the Handouts section (Handout 1A: EMT Code of Ethics; Handout 1B: Law Enforcement Code of Ethics; Handout 1C: Fire Tech Code of Ethics).

2. Small group exercise: Divide students into five small groups and assign a scribe, or have students choose one. On large pieces of poster paper, have each group create a list answering the questions below. Set a timer for five minutes and ask groups to rotate to a new table/group while the scribes stay at their original table. Have students add their answers to the questions, eliminating duplication. At the end of the exercise, all students will have contributed to each question. The scribes record responses and present the results to the class. Have students notice and describe themes in the answers. Lead a discussion about key ideas and common/uncommon points of view.

Questions for the five tables (one per table):

- What does it mean to be a public servant?
- What do EMTs do?
- What do firefighters do?
- What do peace officers do?
- What personal qualities would make a person successful in a public service career?

3. After scribes present the results of the class’ responses to the table questions, have students choose one of the three careers (firefighter, EMT, or peace officer) and group themselves based on their chosen careers. Distribute the respective official code of ethics to each group (Handouts 1A–1C). Have student groups synthesize their findings about the official code of ethics for their career choice and compare their codes with the other career codes, looking for similar themes and unique differences.

4. As an optional exercise in extended thinking, have students design their own code of ethics that could serve as an improved model for their career choice based on their critique and synthesis (#3 above). Have them justify and explain their models to the class.
Activity 3 — Research Paper

Students interview an EMT, firefighter, or peace officer (or any other public servant) and produce a research paper. Students incorporate the interviewee’s responses and academic research that addresses the following prompt: “What does the job of firefighter, peace officer, or EMT include?” Adjust the prompt according to the type of public servant interviewed. Research papers should include the following information, minimally, about the student’s chosen career:

- contributions to community
- job description
- career growth projection
- educational requirements
- salary and benefits
- challenges and rewards

Anticipatory set for Activity 3: Have students brainstorm a class list of various careers and types of personnel they could interview, such as: judge, teacher, firefighter, EMT, doctor, nurse, paramedic, police/sheriff, lawyer, prison guard, etc.

Student interviews: Students draft a list of potential interview questions, which must include the importance of report writing in the profession, for teacher feedback. Students take notes on a mock interview conducted in the classroom. The teacher could invite a guest and demonstrate examples and non-examples of appropriate interviewing techniques. Depending upon the teaching situation, the interviewing can take place in the classroom with a guest panel or the students can find their own interviewees. Students send a handwritten thank you note to their interviewee (optional).

Research paper: Students are taught (or review) major aspects of the research process and ultimately create a research paper that incorporates academic research.

Step 1: The teacher hands out the Research Rubric (Handout 1J).
Step 2: The teacher introduces the project—teacher lecture.
   a. What is research? (Handout 1D: Library Skills—Scavenger Hunt) Research sources: online databases such as ProQuest and EBCOhost, hard copies such as books and periodicals, open online resources such as .edu and .org websites, personal observations, and interviews.
   b. How to perform research (Handout 1E, exercises 1–4).
Step 3: Students complete the tutorial Developing a Works Cited Paper (Handout 1F, exercises 1–3).
Step 4: Students complete the works cited activity (Handout 1G).
Step 5: Students create a works cited page of sources they have investigated.
Step 6: The teacher reviews how to create an outline (Handout 1H: Sample of Full-Sentence Outline).
Step 7: Students draft an outline of their research paper.
Step 8: Students write a draft of their research paper; submit one copy to instructor for comments, one copy for peer review.

Step 9: Students conduct a peer review using the Peer Review Exercise (Handout 1l).

Step 10: Students submit their research paper for evaluation (Handout 1J: Research Rubric).

Close

Guide students to write a self-reflecting paragraph examining their successes and difficulties (Handout 1K: Self-Reflection Rubric). Have students pair-share their paragraphs and set their individual learning goals for the next two lessons. Lead a whole class discussion about the learning goals, helping students identify common themes and/or unique goals. Assist students with identifying specific ways they will track their progress toward reaching their goals as a life skill. Student goals could include one or more of the following, but they should not limit their individual choices to just this list as long as the goals are measurable and pertinent to the unit learning objectives:

- Understand and apply the code of ethics of their chosen career.
- Develop interviewing skills.
- Include focused research in writing.
- Evaluate sources for credibility.
- Skillfully produce a correctly formatted works-cited page.
- Develop essay writing skills.
- Participate in peer review writing activities.
- Reflect on how beliefs and actions align with the parameters of public service.

Extending the Lesson

To extend the learning, students could present their research paper in a visual format (e.g., PowerPoint, poster, or brochure).
LESSON 2
Interviewing, Active Listening, and Accurate Note Taking

Setup
Instructional Materials:
- Handout 2A* (Concise Language Exercises)
- Handout 2B (Summarizing and Synthesizing Exercises)

Required Technology:
- multimedia equipment
- Internet access
- video links

Introduction
In this lesson, students will learn and/or improve the following skills:
- Distinguish between fact, opinion, and conclusion in reporting of crimes.
- Summarize and synthesize oral and written material.
- Interview witnesses to a crime (on video) and take notes.
- Use notes to write a clear and concise summary of the crime.

Activity 1—Concise Language
Explain and help students demonstrate the importance of accurate word choice using Exercises 1–4 provided in Handout 2A, which review the following:
1. fact, opinion, and conclusion
2. active vs. passive voice
3. identifying and eliminating vagueness
4. faulty reasoning

* Handouts for Lesson 2 are included with permission from ConnectEd, all rights reserved.
Activity 2—Summarizing and Synthesizing
Gather witness statements and write field notes (see Handout 2B, Instructions for Writing Field Notes and Conducting Field Interviews, and Exercise 2B, Conducting Field Interviews with Note Taking).

Step 1: Divide the class into two equal-size groups. One half of the class views a video of a crime.* Meanwhile, from a different location, the other half of the class reviews and discusses the contents found in Handout 2B.

Step 2: After the first group of students has viewed the video, guide them in writing their witness statement. Then have students from the other half of the group (those who haven’t viewed the video) interview a student who has viewed the video, following the steps outlined in Handout 2B.

Step 3: Have students who have just conducted interviews use the witness statement to complete the field note activity.

Step 4: Repeat the process so that each student has had an opportunity to role play both a witness and a law enforcement officer.

Step 5: All students eventually watch the crime video and compare it to their respective field notes, noting inaccuracies and/or missing information.

Activity 3—Self-Reflection
Students write a reflective paragraph analyzing their experience during Activity 2, examining their successes and difficulties with this activity (see Handout 1K).

Extending the Lesson
Before presenting the crime video, have students practice interview skills in a “pair share” in which one student relates a significant incident from his or her life to another student who takes notes on the conversation and asks clarifying questions to verify active and accurate listening. Students switch roles. Have them give each other constructive feedback to improve their interview/note taking skills. This activity could also serve as an introductory step to the lesson, if desired.

* Students watch a video clip appropriate to course and age level, take notes, and compare and contrast as a pair-share. Go to www.youtube.com and search for “Cops TV show full episodes” for videos from the TV program “Cops.” PREVIEW this material before showing to students: Or, for more graphic examples depending on the age and maturity of your students, go to: www.blutube.policeone.com.
LESSON 3
Application: Technical Writing

Setup
Instructional Materials:

• witness statements and field notes from Lesson 2
• Handout 3A (Technical Writing)

Introduction
Students take work from Lesson 2 to create a clear and concise crime report. Students apply essential writing and listening skills learned in Lessons 1 and 2 and write an accurate and clear crime report. Students could maintain a portfolio, which would include the following:

• practice crime report
• field notes
• practice witness statement
• personal reflective response

Activity 1—Practice Crime Reporting
Teacher explains a “Graphic Organizer: Narrative Police Report” (see Handout 3A).

1. Guide students to synthesize information from their witness statements and field notes from Lesson 2. The teacher may want to model this process to ensure student success.
2. Help students write an accurate crime report based on this synthesized information. Have students exchange their work in a peer editing situation to improve and revise their work.

Activity 2—Self-Reflection
Have students write a reflective one-page response discussing their experience in Activity 1 (see Handout 1K). Provide students with an opportunity to revise their work to improve their writing.

Extending the Lesson
Have students explore the opportunity for a police or EMT ride along with their local agency. Then have students write up their experiences and share with the class.
LESSON 1 Handouts

1A: EMT Code of Ethics ........................................................................................................ 26
1B: Law Enforcement Code of Ethics .................................................................................. 28
1C: Fire Tech Code of Ethics ............................................................................................... 29
1D: Library Skills—Scavenger Hunt .................................................................................. 30
1E: How to Perform Research—Purdue Owl Activities (four exercises) ......................... 32
1F: Developing a Works Cited Page: MLA Practice (three exercises) ............................... 38
1G: Practice Writing a Works Cited Page ........................................................................... 44
1H: Introduction to Outlining ............................................................................................. 45
1I: Peer Review Exercise .................................................................................................... 47
1J: Research Rubric ............................................................................................................. 49
1K: Self-Reflection Rubric .................................................................................................. 51

LESSON 2 Handouts

2A: Concise Language Exercises ........................................................................................ 53
   Exercise 1—Fact vs. Opinion ......................................................................................... 53
   Exercise 1 Answer Key .................................................................................................... 55
   Exercise 2—Active vs. Passive Voice ............................................................................. 56
   Exercise 2 Answer Key .................................................................................................... 58
   Identifying and Eliminating Vagueness—An Overview ................................................. 59
   Exercise 3—Identifying and Eliminating Vagueness ...................................................... 61
   Exercise 4—Faulty Reasoning ...................................................................................... 63
   Exercise 4 Answer Key .................................................................................................... 65

2B: Summarizing and Synthesizing Exercises .................................................................. 67
   Instructions for Writing Field Notes and Conducting Field Interviews ......................... 67
   Exercise—Conducting Field Interviews with Note Taking ............................................. 70

LESSON 3 Handouts

3A: Technical Writing ....................................................................................................... 73
   Instructions for Writing Crime Reports .......................................................................... 73
   Sample Crime Report Narratives .................................................................................... 75
   Exercise—Graphic Organizer, Narrative Crime Report ................................................... 77
   Exercise—Practice Crime Report .................................................................................... 81
EMT CODE OF ETHICS

Lesson 1, Activity 2

(Used with permission from Business and Technology Division, Health Science EMT Department, Sierra Community College.)

Professional status as an emergency medical technician and emergency medical technician–paramedic is maintained and enriched by the willingness of the individual practitioner to accept and fulfill obligations to society, other medical professionals, and the profession of emergency medical technician. As an emergency medical technician–paramedic, I solemnly pledge myself to the following code of professional ethics:

A fundamental responsibility of the emergency medical technician is to conserve life, to alleviate suffering, to promote health, to do no harm, and to encourage the quality and equal availability of emergency medical care.

The emergency medical technician provides services based on human need, with respect for human dignity, unrestricted by consideration of nationality, race, creed, color, or status.

The emergency medical technician does not use professional knowledge and skills in any enterprise detrimental to the public well-being.

The emergency medical technician respects and holds in confidence all information of a confidential nature obtained in the course of professional work unless required by law to divulge such information.

The emergency medical technician, as a citizen, understands and upholds the law and performs the duties of citizenship; as a professional, the emergency medical technician has the never-ending responsibility to work with concerned citizens and other health care professionals in promoting a high standard of emergency medical care to all people.

The emergency medical technician shall maintain professional competence and demonstrate concern for the competence of other members of the emergency medical services health care team.

An emergency medical technician assumes responsibility in defining and upholding standards of professional practice and education.

The emergency medical technician assumes responsibility for individual professional actions and judgment, both in dependent and independent emergency functions, and knows and upholds the laws that affect the practice of the emergency medical technician.
An emergency medical technician has the responsibility to be aware of and participate in matters of legislation affecting the emergency medical service system.

The emergency medical technician, or groups of emergency medical technicians, who advertise professional service do so in conformity with the dignity of the profession.

The emergency medical technician has an obligation to protect the public by not delegating to a person less qualified any service that requires the professional competence of an emergency medical technician.

The emergency medical technician will work harmoniously with and sustain confidence in emergency medical technician associates, the nurses, the physicians, and other members of the emergency medical services health care team.

The emergency medical technician refuses to participate in unethical procedures, and assumes the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.
LAW ENFORCEMENT CODE OF ETHICS

Lesson 1, Activity 2

(Used with permission from Business and Technology Division, Admin. of Justice Department, Sierra Community College.)

- As a law enforcement officer, my fundamental duty is to serve the community; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the constitutional rights of all to liberty, equality, and justice.

- I will keep my private life unsullied as an example to all and will behave in a manner that does not bring discredit to me or to my agency. I will maintain courageous and calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the law and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

- I will never act officiously or permit personal feelings, prejudices, political beliefs, aspirations, animosities, or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

- I recognize the badge of my office as a symbol of public faith, and I accept it as public trust to be held so long as I am true to the ethics of police service. I will never engage in acts of corruption or bribery, nor will I condone such acts by other police officers. I will cooperate with all legally authorized agencies and their representatives in the pursuit of justice.

- I know that I alone am responsible for my own standard of professional performance and will take every reasonable opportunity to enhance and improve my level of knowledge and competence. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.

2013, www.iebcnow.org
FIRE TECH CODE OF ETHICS

Lesson 1, Activity 2

(Used with permission from Business and Technology Division, Fire Technology Department, Sierra Community College.)

- Employees will conduct themselves at all times in such a manner as to create respect for themselves, as public servants, and the jurisdiction they represent.

- Employees will place public interest above individual, group, or special interests, and will consider their jobs as an opportunity to serve the citizens. This is especially important as firefighters have access to lock box keys, citizen homes, and citizen possessions. Public trust must be maintained!

- Employees will not discriminate because of race, color, religion, age, sex, [disability], political affiliation, or national ancestry. In his/her job capacity, each employee is to work to prevent and eliminate such discrimination while providing services, assigning work schedules, and in executing all personal actions.

- Employees will not accept any personal gift, favor, service, money, or anything of value from the public that might reasonably tend to influence or might reasonably be inferred to influence the impartial discharge of duties.

- Employees will at all times, when in contact with the public, be fair, courteous, respectful, and impartial. The majority of citizen complaints are not due to inappropriate treatment but rather due to the negative or rude behavior demonstrated by our firefighters.

- Employees will refrain from using their position for personal gain and will keep confidential all information not available to all citizens, but that is available to the employee by virtue of their position in the organization.

- Employees will not drink any alcoholic beverage or take any drug that might incapacitate an individual while on duty. Firefighter safety is everyone’s responsibility.

- Employees will, when in public, clearly distinguish/identify between all statements and actions made as an individual and as a representative of the department.

2013, www.iebcnow.org
LIBRARY SKILLS—SCAVENGER HUNT

Lesson 1, Activity 3

The objective of the scavenger hunt is to serve as an introduction to research, including how to explore the resources available and locate information pertaining to a student’s chosen research field. This worksheet is an example of a scavenger hunt that can be tailored for a specific school’s library. This specific set of questions references the Sierra College library collection and databases for administration of justice and emergency medical technician.

To find the information requested in the following questions, use the ____________________________ College library to do your research.


2. Who is the publisher of the book *Prehospital Pediatric Life Support* by Joseph E. Simon and Aron T. Goldberg?

3. Using the college’s ProQuest Research Database, find an article about prison populations. Identify the title of the article, the source of the article, and, in a minimum three-sentence summary, identify the issue addressed in the article.
4. How many pages are in the book *First Responder* by J. David Bergeron, et al?

5. In the ________________ College's ProQuest Research Database what is the *Encyclopedia Britannica*'s description of the role of the Drug Enforcement Administration (DEA)?

6. List two sources that discuss the integration of volunteers and emergency medical personnel for ambulance services.

7. List two articles on bullying; list one for the United States and one for a country other than the United States.

8. What are the five subjects in the book *Race to Incarcerate* by Marc Mauer?

9. Who is the publisher, what is the publishing date, and how many pages are in the book *Crime and Society*, edited by Eric Oatman.

10. How long can the film *Fingerprints* be checked out? ________________________________

2013, www.iebcnow.org
EXERCISE ONE—Research: Where do I begin?

Go to “Research: Where do I begin?” at http://owl.english.purdue.edu/owl/resource/552/01/. Read the information on this page and answer the following:

1. According to Purdue’s OWL, what questions do I need to ask myself?
   a. 
   b. 
   c. 

2. What types of information could I be looking for?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g.
3. Name some information sources.
   a. 
   b. 
   c. 
   d. 
   e. 

4. When deciding on the information I need to find, what questions can I ask myself?
   a. 
   b. 

2013, www.iebcnow.org
EXERCISE TWO—Online vs. Print Publications

Go to “Online vs. Print Publications” at http://owl.english.purdue.edu/owl/resource/552/02/. Read the information on this page and answer the following:

1. What is the definition of an online source?

2. What is the definition of a print publication?

3. A researcher doing Internet research should pay careful attention to the source. Why?
EXERCISE THREE—Types of Sources

Go to “Sources” at http://owl.english.purdue.edu/owl/resource/552/03/. Read the information on this page; define and list examples of the following:

1. What are OWL’s examples of traditional print sources (define and list)?
   a. 
   b. 
   c. 
   d. 
2. What are OWL’s examples of Internet-only sources (define and list)?
   a.

   b.

   c.

   d.
HOW TO PERFORM RESEARCH—PURDUE OWL ACTIVITIES

Lesson 1, Activity 3

EXERCISE FOUR—Primary Research

Go to “Primary Research” at http://owl.english.purdue.edu/owl/resource/552/04/. Read the information on this page and answer the following:

1. What is primary research?

2. Identify the three most common types of primary research and list examples.
   a. 
   b. 
   c. 

Name: ________________________________

2013, www.iebcnow.org
DEVELOPING A WORKS CITED PAGE: MLA PRACTICE—PURDUE OWL ACTIVITIES

Lesson 1, Activity 3

EXERCISE ONE—MLA Formatting and Style Guide

Go to “MLA Formatting and Style Guide” at http://owl.english.purdue.edu/owl/resource/747/01/. Read the information on this page and answer the following:

1. What is the correct margin format?

2. What is the correct spacing?

3. What is the recommended font size and type?

4. What does the writer do with the first line of each paragraph? What is the correct spacing?

5. What is the correct format for the title?

6. What is the correct heading format?

7. What is the correct header format?
Contextualizing English and Public Safety Education

DEVELOPING A WORKS CITED PAGE: MLA PRACTICE—PURDUE OWL ACTIVITIES

Lesson 1, Activity 3

EXERCISE TWO—MLA In-Text Citations: The Basics

Go to “MLA In-Text Citation: The Basics” at http://owl.english.purdue.edu/owl/resource/747/02/.
Read the information on this page and answer the following:

1. “Author-page style”—Summarize this section here and write three examples.
2. “In-text citations for print sources with known author”—Summarize this section here and write the example.

3. “When a citation is not needed”—Summarize this section here.

4. Read all of “MLA In-Text Citations: The Basics” and write three questions that could be used on a quiz.

   a.

   b.

   c.

2013, www.iebcnow.org
DEVELOPING A WORKS CITED PAGE: MLA PRACTICE—PURDUE OWL ACTIVITIES

Lesson 1, Activity 3

EXERCISE THREE—MLA Works Cited Page: Basic Format

Go to “MLA Works Cited Page: Basic Format” at http://owl.english.purdue.edu/owl/resource/747/05/.
Read the information on this page and answer the following:

1. Where does the works cited page begin in a research paper?

2. What are the format requirements of the works cited page?
3. How do you create a hanging indent?

4. How do you show that you have used several pages from one source?

5. Where do you place the title “Works Cited”?

6. New for 2009, what must each entry include?

7. New for 2009, when do you need to include a URL for a web entry, and where would it go?

8. New for 2009, do you use italics or underlining when listing titles of larger works?

9. When do you use quotation marks for titles on the works cited page?
10. What must be capitalized in each entry on the works cited page?

11. How do you list the entries on the works cited page?

12. If you cite more than one work by a particular author, how do you list the entries on the works cited page?

13. How do you list a work with no known author on the works cited page?
Contextualizing English and Public Safety Education

PRACTICE WRITING A WORKS CITED PAGE

Lesson 1, Activity 3

Using the following information, create a works cited page in the MLA format. This page should look like the final page of a 12-page research paper.


4. A journal article by Gregg A. Bilz entitled “The Medical Use of Marijuana: The Politics of Medicine.” The article appears on pages 117 to 135 of the Hamlin Journal of Public Law and Policy, which is paginated by issue. The volume number is 13, the issue number is 1, and the year is 2009.

5. A journal article by Gabriel Nahas and Colette Latour entitled “The Human Toxicity of Marijuana.” The article appears on pages 495 to 497 of the Medical Journal of Australia, which is paginated by volume. The volume number is 156, and the year is 2011.

2013, www.iebcnow.org
INTRODUCTION TO OUTLINING
Lesson 1, Activity 3
Sample of Full-Sentence Outline

The Value of Reading
I. Reading has many benefits for people of all ages.
   A. Adults will benefit by reading.
      1. Reading can provide enjoyment in leisure time.
      2. Reading can provide information needed to advance at work.
      3. Even adults can expand their vocabulary by regular reading.
   B. Children benefit from reading and/or being read to.
      1. Small children form a bond with caregivers and parents who read to them.
      2. Children who habitually read or are read to form a larger vocabulary than their non-reading counterparts.
      3. Older children can learn about the world around them by reading books.
         a. They can learn about friendship, sharing, and morals.
         b. Reading can give them tools to cope with problems, such as divorce or death.
      4. Spelling and writing skills are also improved through regular reading.
II. Reading can help people cope with stress and anxiety.
   A. It provides a form of relaxation and escapism.
B. Books on CD can also provide relaxation while driving in the car, walking, etc.

C. Reading can help put problems in perspective as people learn to view the world from other viewpoints.

III. Reading can be great “brain food” that will aid people in developing valuable life skills in terms of education, self-improvement, positive life choices, and all around well-being.

A. Reading is more interactive than watching television.
   1. It causes people to use their imagination and creativity to visualize characters and scenes, rather than just staring blankly at a screen.
   2. Reading a book rather than watching television causes people to be more creative and to think for themselves.

B. Reading is a great way to expand your own horizons; you can learn about pretty much anything you choose!
Contextualizing English and Public Safety Education

PEER REVIEW EXERCISE

Lesson 1, Activity 3

1. What career is the topic of the essay?

2. What is the thesis of the essay?

3. List the three contributions the public servant makes to the community.

4. How did the writer defend his/her choice of contributions? What evidence was used?

5. What research sources were used?
6. How does the conclusion restate the thesis?

7. What grammar errors need to be addressed?

8. What suggestion do you have that could make the essay stronger? Be as specific as possible in your suggestions.
## RESEARCH RUBRIC

### Lesson 1, Activity 3

<table>
<thead>
<tr>
<th>SIGNIFICANCE OF CLAIMS</th>
<th>EVIDENCE</th>
<th>STYLE AND TONE</th>
<th>SPEAKING (if appropriate to performance task)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BELOW STANDARD</strong></td>
<td></td>
<td></td>
<td>Use of digital media is not present or, if present, significantly interferes with understanding of reasoning; choice of digital media negatively impacts audience; no evidence of attention to context and/or task; command of English is weak and significantly interferes with audience’s ability to grasp concepts and meaning of presentation.</td>
</tr>
<tr>
<td>(no analysis)</td>
<td>Evidence and connections to claims interfere with understanding and cause misconceptions, misunderstandings, and confusion.</td>
<td>Style and tone fail to show any adaptation to purpose and/or audience.</td>
<td></td>
</tr>
<tr>
<td>Choices are missing and/or insignificant; explanations cause confusion and misinterpretation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APPROACHES STANDARD</strong></td>
<td></td>
<td></td>
<td>Use of digital media somewhat interferes with understanding of reasoning and/or is uninteresting; attention to context and task is weak; errors in command of English weaken presentation somewhat.</td>
</tr>
<tr>
<td>(limited analysis)</td>
<td>Evidence and connections to claims and choices are weak.</td>
<td>Style and tone indicate weak adaptation to purpose and/or audience.</td>
<td></td>
</tr>
<tr>
<td>Claims seem insignificant or weakly explained.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIGNIFICANCE OF CLAIMS</td>
<td>EVIDENCE</td>
<td>STYLE AND TONE</td>
<td>SPEAKING (if appropriate to performance task)</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| MEETS STANDARD  
(informed analysis) | Most claims about choices are important and add to strength of choices made. | Evidence is relevant to claims and shows adequate consideration of support for choices made. | Style and tone are appropriate for purpose and audience. | Any use of digital media supports understanding of reasoning and adds interest to the presentation; presentation demonstrates an adaptation to context and task; command of English is relatively error-free and appropriate to audience and context. |
| EXCEEDS STANDARD  
(insightful analysis) | Claims about choices are integral and essential and strengthen choices in significant ways. | Evidence creates a strong foundation for all claims and shows intentional and thoughtful connection to claims in support of all choices. | Style and tone show focused attention on skillful adaption to purpose and audience. | Uses digital media strategically to skillfully enhance understanding of reasoning and significance of claims; media adds significant novelty and interest to presentation; presentation shows intentional and effective adaptation to context, task, and audience; command of English is error-free. |
# SELF-REFLECTION RUBRIC

Lesson 1, Close; Lesson 2, Activity 3; Lesson 3, Activity 2

<table>
<thead>
<tr>
<th>SKILLS, KNOWLEDGE, UNDERSTANDING</th>
<th>RESPONSE TO ESSENTIAL AND TOPICAL QUESTIONS</th>
<th>IMPROVEMENTS FOR SAME OR SIMILAR TASKS</th>
<th>ACADEMIC WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW STANDARD (no analysis)</td>
<td>Little/no evidence of self-awareness or connection with prior and new skills; insights are shallow, if described.</td>
<td>Responses are inadequate, shallow, and fail to show new insights and/or understandings; transferability to new situations or subjects is disconnected or missing.</td>
<td>Improvements are shallow and weak; few insights are explored and/or show lack of self-reflection; new understandings are not explored or show little evidence of self-reflection; student fails to show commitment and desire to improve skill set on the same or similar task in the future.</td>
</tr>
<tr>
<td>APPROACHES STANDARD (limited analysis)</td>
<td>Self-awareness about acquired skills, knowledge, and understanding is weakly presented; any connections are tenuous and/or strained; few insights are described.</td>
<td>Some responses are adequately supported by evidence of new understandings and insights; connections to personal experiences are weakly expressed; transferability to other situations and/or subjects is vague or ambiguous.</td>
<td>Improvements are somewhat weak or insubstantial; insight into new understandings is poorly explained or confusing; transferability and application of skills, knowledge, and understandings show lack of meaningful insights.</td>
</tr>
<tr>
<td>SKILLS, KNOWLEDGE, UNDERSTANDING</td>
<td>RESPONSE TO ESSENTIAL AND TOPICAL QUESTIONS</td>
<td>IMPROVEMENTS FOR SAME OR SIMILAR TASKS</td>
<td>ACADEMIC WRITING</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>MEETS STANDARD</strong> (&lt;i&gt;informed analysis&lt;/i&gt;)</td>
<td>Clearly and coherently expresses self-awareness about some skills; draws some connections between prior and newly acquired skills; presents knowledge and understandings in interesting ways.</td>
<td>Includes adequate responses to essential questions; some evidence of new understandings and rethinking of previous assumptions; connections to personal experiences are made; demonstrates some transferability of new understanding.</td>
<td>Improvements are clearly delineated, showing sound judgment and mature point of view; awareness of transferability and application of skills, knowledge, and understandings are explored; sustained interest in improvement is indicated and explained.</td>
</tr>
<tr>
<td><strong>EXCEEDS STANDARD</strong> (&lt;i&gt;insightful analysis&lt;/i&gt;)</td>
<td>Demonstration of self-awareness and insights are clearly and coherently expressed; transferable knowledge and deep understandings gained in unit; student draws essential and insightful connections between prior and newly acquired skills.</td>
<td>Includes deep and significant responses to essential questions; ample evidence of deeper understandings of big ideas; previous assumptions are explained and reexamined in meaningful ways; connections to personal experiences are carefully explored and extended; demonstrates transferability of new understandings.</td>
<td>Improvements are extensively described, showing depth of understanding; awareness of transferability of skills, knowledge, and understandings shows insight and maturity of thought and self-reflection; it is obvious that student will bring a different skill set to similar tasks and will be a self-reflective learner going forward.</td>
</tr>
</tbody>
</table>

2013, www.iebcnow.org
CONCISE LANGUAGE EXERCISES

Lesson 2, Activity 1

EXERCISE 1—Fact, Opinion, and Conclusion

(Used with permission. Copyright © 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Pages 2.7-6 and 2.7-7. All rights reserved.)

When writing your narrative report, why do you think it is important to distinguish between a fact, an opinion, and a conclusion? Police reports establish the facts of a case. Opinions and conclusions should be labeled as such in a police report, and used rarely. Learn how to recognize each of these types of statements with this worksheet.

<table>
<thead>
<tr>
<th></th>
<th>FACT</th>
<th>OPINION</th>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINITION</strong></td>
<td>A statement that can be proven to be true; what is known to have happened.</td>
<td>A belief or judgment that cannot be proven; a personal view or attitude about what happened or might have happened.</td>
<td>A meaning given to the facts about a situation or issue.</td>
</tr>
<tr>
<td><strong>EXAMPLE</strong></td>
<td>John Smith’s leg was broken. He did not speak for several minutes.</td>
<td>John Smith was shocked that his leg was broken. It was an awful injury.</td>
<td>John Smith was not able to speak because he was in so much pain due to his broken leg.</td>
</tr>
<tr>
<td><strong>WRITE YOUR OWN EXAMPLES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Label each of the following as fact, opinion, or conclusion.

1. Mr. Jackson is poor and hungry. He could not resist the opportunity to steal the car.

2. Mr. Jackson stated that his salary is $15,000 a year. He has five children. The stolen car has an estimated value of $45,000.

3. Mr. Jackson stole the car to feed himself and his children.

4. Selena made a fast move with her left hand toward her boot, and said, “I’m going to kill you!” The officer used deadly force because he feared for his life.

5. Selena decided she was going to stab the officer, and then attempted to reach for a weapon in her boot.

6. Selena made a fast move with her left hand toward her boot. She said, “I’m going to kill you!”
CONCISE LANGUAGE EXERCISES

Lesson 2, Activity 1

EXERCISE 1—Fact, Opinion, and Conclusion

(Used with permission. Copyright © 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Pages 2.7-6 and 2.7-7. All rights reserved.)

Label each of the following as fact, opinion, or conclusion.

O 1. Mr. Jackson is poor and hungry. He could not resist the opportunity to steal the car.

F 2. Mr. Jackson stated that his salary is $15,000 a year. He has five children. The stolen car has an estimated value of $45,000.

C 3. Mr. Jackson stole the car to feed himself and his children.

C 4. Selena made a fast move with her left hand toward her boot, and said, “I’m going to kill you!” The officer used deadly force because he feared for his life.

O 5. Selena decided she was going to stab the officer, and then attempted to reach for a weapon in her boot.

F 6. Selena made a fast move with her left hand toward her boot. She said, “I’m going to kill you!”

2013, www.iebcnow.org
CONCISE LANGUAGE EXERCISES

Lesson 2, Activity 1

EXERCISE 2—Active vs. Passive Voice

(Used with permission. Copyright© 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Page 2.7-4. All rights reserved.)

The active voice is always used in police reports. Learn about the active voice in this worksheet.

In the active voice, the person or thing that does the action is the subject of the sentence and comes first. For example, “Officer Jimenez arrested Mr. Lin.”

In the passive voice, the person or thing being acted upon is the subject, and the acting person or thing comes second. For example, “Mr. Lin was arrested by Officer Jimenez.”

More examples:
ACTIVE VOICE: The officer transported the suspect to the station.
PASSIVE VOICE: The suspect was transported to the station by the officer.
ACTIVE VOICE: Officer Jones noticed a car speeding down Main Street.
PASSIVE VOICE: A car speeding down Main Street was noticed by Officer Jones.

1. Decide if the following sentences are active or passive voice. Write an “A” for active or “P” for passive.

_____ The captain read the morning report.
_____ The meeting was called by the chief.
2. Change the following passive voice sentences to active voice sentences.
   
a. The suspect was found hiding in the bedroom closet by Officer Smith.
   
______________________________________________________________

   b. It was determined by the coroner that the time of death was approximately 3:30 p.m.
   
______________________________________________________________

   c. The suspect was informed of her Miranda rights by Officer Jimenez.
   
______________________________________________________________

   d. Fingerprints were found on the bedroom window.
   
______________________________________________________________
CONCISE LANGUAGE EXERCISES
Lesson 2, Activity 1
EXERCISE 2—Active vs. Passive Voice

(Used with permission. Copyright© 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Page 2.7-4. All rights reserved.)

1. Decide if the following sentences are active or passive voice. Write an “A” for active or “P” for passive.

   A  The captain read the morning report.
   P  The meeting was called by the chief.

2. Change the following passive voice sentences to active voice sentences.
   a. The suspect was founding hiding in the bedroom closet by Officer Smith.
      Officer Smith found the suspect hiding in the bedroom closet.
   b. It was determined by the coroner that the time of death was approximately 3:30 p.m.
      The coroner determined the time of death was approximately 3:30 p.m.
   c. The suspect was informed of her Miranda rights by Officer Jimenez.
      Officer Jimenez informed the suspect of her Miranda rights.
   d. Fingerprints were found on the bedroom window.
      I found fingerprints on the bedroom window.
CONCISE LANGUAGE EXERCISES

Lesson 2, Activity 1

Identifying and Eliminating Vagueness—An Overview

A statement is vague when it is something that is not clearly expressed or precise. Vagueness is defined in the items below. Using the search term “vague” or “vagueness” on the Internet will provide more information.

**Merriam-Webster Dictionary states:** Vague—

1a. not clearly expressed: stated in indefinite terms <vague accusations>;
   b. not having a precise meaning <a vague term of abuse>;
2a. not clearly defined, grasped, or understood: indistinct <only a vague notion of what’s needed>; also: slight <a vague hint of a thickening waistline> <hasn’t the vaguest idea>;
   b. not clearly felt or sensed: somewhat subconscious <a vague longing>;
3. not thinking or expressing one’s thoughts clearly or precisely <vague about dates and places>;...

www.merriam-webster.com/dictionary/vague

**The Free Dictionary states:** Vague—

1. not clearly expressed; inexplicit;
2. not thinking or expressing oneself clearly;
3. lacking definite shape, form, or character; indistinct: saw a vague outline of a building through the fog;
4. not clear in meaning or application;
5. indistinctly felt, perceived, understood, or recalled; hazy: a vague uneasiness.

www.thefreedictionary.com/vagueness
Excerpt from *Becoming a Critical Thinker* by Robert Todd Carroll*

One kind of vagueness is due to not being precise or specific enough with numbers, directions, times, locations, etc. This kind of vagueness we might call imprecision and it can usually be cleared up by replacing the vague expression with a synonymous expression that is more precise. For example, “two hundred” is more precise than “many.” “March 15, 1986” is more precise than “sometime.” “San Francisco” is more precise than “somewhere north of Santa Barbara.”

---


2013, www.iebcnow.org
EXERCISE 3—Identifying and Eliminating Vagueness

Indicate whether the vagueness of the underlined words in the following passages is simply a matter of imprecision (which could be remedied by replacing the imprecise expression with a synonymous one that is more precise) or is a matter of qualitative vagueness.

1. “We cannot allow police brutality. Any police officer guilty of brutality will be suspended or fired.”

2. “I didn’t take much, just a little—only enough to get by. What’s a few dollars between friends?”

3. “We must get rid of the fat in government. The state and federal budgets should reflect appropriate cuts in the fat from the total budgets.”
4. “Inflation, I guarantee you my friends, will be curbed in the near future.”

5. “We are calling for an end to the exploitation of the American worker!”

6. “It is high time we elect a decent president!”

7. “The foster child program is failing because we do not have enough caring people to take in a foster child.”

8. “Our cuts in social welfare programs will not affect the truly needy.”

9. “Real Americans and true patriots will stand behind the president’s proposal.”

10. “You will be hired as a permanent employee after six months if your work has been satisfactory.”
To practice understanding logical/faulty reasoning, locate and read the Sir Arthur Conan Doyle short story, “The Adventure of the Blue Carbuncle.” Identify errors in logical reasoning by finding Holmes’ nine logical errors.

1.

2.

3.

4.
CONCISE LANGUAGE EXERCISES
Lesson 2, Activity 1
EXERCISE 4—Faulty Reasoning: You Outwit Sherlock Holmes!

(Used with permission. Copyright© 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Page 1.2-1. All rights reserved.)

To practice understanding logical/faulty reasoning, locate and read the Sir Arthur Conan Doyle short story, “The Adventure of the Blue Carbuncle.” Identify errors in logical reasoning by finding Holmes’ nine logical errors.

In order of appearance, here are nine instances of faulty reasoning by the detective.

1. Holmes assumes that a big head or big brain confers higher intelligence, a prejudice of the Victorian era that was soon disproved. He relies upon phrenology, the pseudoscientific study of the shape of the head, claimed to deduce the intelligence and personality of a person by “reading” the bumps and other features of a skull.

2. Baker knew that he would be walking through London in the middle of the night, and so in all likelihood, he decided to wear an older hat on this occasion.

3. “If this man ordered one, it is a sign of a certain amount of foresight.” Buying the hat, Baker may have merely succumbed to the persuasion of a good salesman.

4. Holmes infers that Henry Baker probably had not had gaslights on at his home from the presence of five tallow stains upon Mr. Baker’s battered billycock. Yet Holmes says that Baker “walks upstairs at night probably with his hat in one hand and a guttering candle in the other.” Under those conditions, how did the tallow stains get on the hat?
5. However, everybody, athlete or couch potato, perspires, and it would be unlikely that a 3-year-old hat would lack stains altogether.

6. It’s likely that Mrs. Baker is Henry’s wife, but hardly proven. She could almost as easily have been his mother.

7. “It cuts into glass as though it were putty.” This proves nothing, because glass cuts into putty as well.

8. “Carbon,” not charcoal. At any rate, no garnet has any carbon or charcoal in it. There are several statements that suggest Holmes has not identified the nature of this jewel.

9. When confronted by Holmes, James Ryder was quick to bring up Catherine Cusack’s name, as if to share the guilt. However, it is worth noting that Ryder only said, “It was Catherine Cusack who told me of it.” It was Holmes who made the leap to calling her a “confederate.” Was Cusack truly involved in the crime, or was she merely guilty of talking too freely about her mistress’s jewels? Wouldn’t an “upper attendant” at a hotel have reasonably free access to a guest’s room if he chose to exercise it? Did Holmes jump to conclusions too rapidly?
Instructions for Writing Field Notes and Conducting Field Interviews

Writing Field Notes:

How do officers collect evidence?

1. Write all field notes in a small, bound notebook. Never erase notes or tear out pages of the notebook! During a trial, an officer may be questioned about his or her investigative report, and having field notes increases the reliability of the report. Ripped out pages can be a problem for the investigating officer. The defense attorney can use the fact that pages are missing to weaken the investigator’s credibility during cross-examination.

2. Field notes are made at the incident scene or shortly after leaving it. They are the police officer’s record of the information needed for the report and provide a better history than just the officer’s memory.

3. As you conduct your investigation, carefully record your observations. Field notes include information about the questions: what, when, where, who, how, and why. At a minimum, they should include the following:

   ______ a. Date and time of the incident, and the date and time of the dispatch call.
   ______ b. The exact location of the incident.
   ______ c. Victims’ names and addresses, and what they said during the field interviews.
   ______ d. Witnesses’ names and addresses, and what they said during the field interviews.
   ______ e. Suspects’ names and addresses, and what they said during the field interviews.
4. Use the guidelines above as you investigate and write your field notes. Once you think you are finished, trade notebooks with your partner. Have your partner check off the appropriate sections to check for completion.

5. Provide constructive feedback to each other about the strengths and weaknesses of your notes. You may help each other by providing additional notes for each other. You may also need to go back and conduct further investigative work.

**Conducting Field Interviews with Note Taking:**

**Step 1: Set the right environment.**

1. Separate the people to be interviewed. Interview each person individually in a setting where the person is comfortable and will not be interrupted or distracted.

2. Put the person at ease. Interviews can make people nervous.

3. Show a personal interest in the person and establish rapport. Try to create a personal relationship rather than acting like a police officer who only cares about the relevant facts. Ask the person how they are doing.

4. Let him/her do the talking.

**Step 2: Conduct the interview.**

The interview is done in the following stages:

1. Listen carefully.
   Do not take notes at this stage. Simply listen to what the person has to say about the incident and think about what questions you would like to ask.

2. Take notes and ask open-ended questions.
   Ask the person to repeat his/her account of what happened, this time asking probing, open-ended questions and follow-up questions to clarify the information. Take notes during this stage.

   a. Collect the person’s information, including name, address, and phone numbers (at home, work, and cell).
b. During the second stage, it is very important that you ask open-ended questions, not leading or closed-ended questions.

- **Closed-ended question**: Only requires a yes or no answer.
  
  *Example: “Was she short?”*

- **Leading question**: Suggests the answer or contains the information the officer is looking for.
  
  *Example: “She was too short to have climbed the fence, right?”*

- **Open-ended question**: Hands control of the answer to the witness and requires the witness to think and respond, giving their own version of what happened.
  
  *Example: “What was her height?”*

3. Confirm the information.

Review your notes with the person and ask them to verify the information. Clarify and add to your notes during this stage.
Partner Activity

You are going to interview your partner about the crime video they watched. You will practice establishing rapport, following the different stages of the interview, and asking three types of questions. Please follow the template below, which you can also use in your field notebook when conducting witness interviews.

Step 1: Set the right environment.

Put the person at ease. Establish rapport with the interviewee (your partner).

Step 2: Conduct the interview.

1. Listen to your partner tell the story.
2. Take notes and ask open-ended questions. Ask the person to repeat his/her account of what happened. Collect identifying information:

Name: ____________________________________________________________

Address (incl. city/zip): ________________________________________________

Phone numbers: ______________________________________________________
Driver’s license: ____________________________________________

Height: ________________________  Weight (can approximate): ________________

Closed question (only requires a yes or no answer)—
Example you used: ________________________________________________

Leading question (suggests the answer or contains the information you are looking for)—
Example you used: ________________________________________________

Open question (hands control of the answer to the witness and requires the witness to think and respond, giving their own version of what happened)—
Example you used: ________________________________________________

Take notes below like you would in your field notebook:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Additional field notes from interview:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Confirm the information.
   Review your notes with the person you interviewed and ask them to verify the information.
   Clarify and add to your notes.
Instructions for Writing Crime Reports

The investigating officer’s reports are reviewed by a supervising officer. If the report is organized and well-written, it can be signed off by the supervising officer. If it is sloppy and poorly written, it has to be sent back to the officer for revision. This wastes the supervisor’s time and is a poor reflection of the officer’s skill and professionalism. Use these guidelines to write good crime reports.

There are two parts to a crime report: the face sheet (page one of the crime report) and the narrative (starting on page two of the crime report).

1. In the face sheet, you will find the basic information and facts of the crime to help organize the case. You need to correctly fill in all of the boxes and check the appropriate check boxes. Look at the Practice Crime Report (pg. 82) to get a sense of the information required.

2. The narrative portion has different parts: the narrative report and the witness statements. After you have conducted your investigation and interviews and reviewed your field notes, you will write the narrative report.

3. Crime reports must have the following characteristics to be useful for detectives, prosecutors, and defense attorneys:
   - accurate, specific, and detailed
   - concise: written clearly without extra words or phrases
   - objective: uses facts, not opinions
   - active voice
   - formal tone: no slang
   - correct grammar and spelling
   - structured in chronological order
Reports must contain the following information:

1. Answers to these main questions:
   a. Who
      - Who were the police officers?
      - Who are the victims, witnesses, and suspects?
      - Who discovered the crime?
      - Who heard or saw anything important?
      - Who had access to the crime scene?
   b. What
      - What actually happened?
      - What crime was committed?
      - What evidence was obtained?
      - What happened to the evidence?
   c. Where
      - Where did the crime happen?
      - Where were the victims, witnesses, and suspects?
      - Where was the evidence found and stored?
   d. When
      - When did the crime occur and when was it discovered?
      - When did officers arrive?
   e. Why
      - Why was the crime committed?
      - Why did the suspects commit the crime?
   f. How
      - How was the crime committed?
      - How was the entry made?
      - How did the suspects leave?

2. Identification of the crime, including the common name of the crime and the specific statutory code for the crime.

3. Victim/witness statements.

4. Evidence, including everything the officer saw and did at the scene of the crime. Crime report narratives are always written in chronological order so that there is never a need to back up to explain anything. At a minimum, include descriptions of the following:
   - arrival at the scene, primary officer’s statement
   - security procedures
   - the incident scene
   - marking, photography, collection of evidence
   - catalog of evidence: list of photos, prints, blood, physical evidence

2013, www.iebcnow.org
EXAMPLE 1

I responded to XYZ Police Station lobby regarding an identity theft report call. Upon my arrival, I talked to the victim who stated that sometime between March 2007 and March 2009, person(s) unknown used his personal information to open a cell phone account with XYZ Company.

The victim stated that he did not know exactly where the account was opened, but that it had to have been opened in the last two years. He stated that he last checked his credit report approximately two years ago and this account did not show up.

The victim was made aware of the fraudulent account when he received a collections letter (see attached) in the mail dated 3/16/09. The letter states that he owes $663.48 for the account.

The victim stated that he did not open this account, nor did he authorize anybody to use his personal information to open the account on his behalf.

I issued a report memo.
EXAMPLE 2

We conducted a traffic stop of a vehicle with no license plates displayed. Upon contacting Suspect Doe, John (sole occupant), we noticed that there was a screwdriver sticking out of the ignition. The vehicle’s front passenger side wing window was shattered, which was indicative of a possible entry point.

We asked Doe for his driver’s license and he told us that he did not have one. We detained him, pending an unlicensed driver investigation. We Mirandized Doe and he understood his rights and agreed to speak to us about this incident without an attorney present.

A check of Doe’s driver’s license status (via DMV/CLETS) revealed that he has no license issued. A check of Doe’s criminal history (via Wanted Persons) revealed that he was on parole for car theft.

We asked Doe who the owner of the car was, and he told us it belonged to his friend (Fred). We asked Doe how long he has been friends with “Fred.” Doe replied, “Ten years.” We asked Doe for “Fred’s” last name, and he did not know. We asked Doe for “Fred’s” home address and phone number. Doe told us that he forgot “Fred’s” number and did not know where he lived. Doe admitted to possessing the vehicle for two days, but could not tell us how he was going to return it to “Fred.”

We asked Doe why there was a screwdriver in the vehicle’s ignition. Doe stated that he did not have a key and that was the only way he could start the car. We pointed out that the vehicle’s wing window was smashed. Doe told us that it was in that condition when he obtained the car. We asked Doe if he believed that the above-mentioned observations indicated that the car was stolen. Doe acknowledged that the vehicle was suspicious, but denied stealing the car.

A check of the vehicle’s registered owner (via DMV/CLETS) revealed that it was unregistered. Based on the totality of circumstances, we formed the opinion that Doe was in possession and driving a stolen car. We arrested him for the indicated charges with the approval of Watch Commander Lt. Smith. We took photos for evidence. We impounded the vehicle. We transported and booked Doe at location XYZ.
3A
Contextualizing English and Public Safety Education

TECHNICAL WRITING
Lesson 3, Activity I
EXERCISE—Graphic Organizer, Narrative Crime Report

(Used with permission. Copyright© 2010 by ConnectEd: The California Center for College and Career. Crime Scene Investigation: Page 2.7-8. All rights reserved.)

<table>
<thead>
<tr>
<th>1a. Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who were the police officers?</td>
</tr>
<tr>
<td>• Who are the victims, witnesses, and suspects?</td>
</tr>
<tr>
<td>• Who discovered the crime?</td>
</tr>
<tr>
<td>• Who heard or saw anything important?</td>
</tr>
<tr>
<td>• Who had access to the crime scene?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1b. What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What actually happened?</td>
</tr>
<tr>
<td>• What crime was committed?</td>
</tr>
<tr>
<td>• What evidence was obtained?</td>
</tr>
<tr>
<td>• What happened to the evidence?</td>
</tr>
</tbody>
</table>
1c. Where?
   - Where did the crime happen?
   - Where were the victims, witnesses, and suspects?
   - Where was the evidence found and stored?

1d. When?
   - When did the crime occur and when was it discovered?
   - When did officers arrive?

1e. Why?
   - Why was the crime committed?
   - Why did the suspects commit the crime?

1f. How?
   - How was the crime committed?
   - How was the entry made?
   - How did the suspects leave?
2. **Identification of the crime**, including the common name of the crime and the specific statutory code for the crime.

3. **Victim/witness statements:**
4. **Evidence narrative portion**, including everything the evidence tech officer saw and did at the scene of the crime (which means all the crime scene investigation procedures, not just the one your own group did). Always write in chronological order; never back up to explain anything:

- Arrival at the scene; primary officer’s statement.
- Security procedures.
- Description of the scene: describe the scene in order from the west door to the east wall.
- Marking, photography, and collection of evidence.
- Catalog of evidence: list of photos, prints, blood, and physical evidence.
The following two documents are actual report forms used by administration of justice officers and are used as exercises for students to practice writing crime/incident reports.
## ADMINISTRATION OF JUSTICE
### PRACTICE CRIME REPORT

### OCCURRENCE/NATURE OF VIOLATION OR INCIDENT

<table>
<thead>
<tr>
<th>SECTION/CODE</th>
<th>TITLE/DESCRIPTION</th>
<th>LOCATION OF OCCURRENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY/DATE/TIME OCCURRED</th>
<th>DAY/DATE/TIME REPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- □ Felony
- □ Misdemeanor
- □ Case Open
- □ Case Closed

**CODES:** V=VICTIM  W=WITNESS  R/P=REPORTING PERSON  S=SUSPECT  M/P=MISSING PERSON  O=OTHER

### VICTIM/WITNESS INFORMATION

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>RESIDENCE ADDRESS</th>
<th>RESIDENCE PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRIVER’S LICENSE NUMBER/STATE</th>
<th>BUSINESS ADDRESS</th>
<th>BUSINESS PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE OF BIRTH</th>
<th>AGE</th>
<th>RACE</th>
<th>SEX</th>
<th>NATURE OF INJURY (IF INJURED)</th>
<th>WHERE HOSPITALIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>RESIDENCE ADDRESS</th>
<th>RESIDENCE PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRIVER’S LICENSE NUMBER/STATE</th>
<th>BUSINESS ADDRESS</th>
<th>BUSINESS PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE OF BIRTH</th>
<th>AGE</th>
<th>RACE</th>
<th>SEX</th>
<th>NATURE OF INJURY (IF INJURED)</th>
<th>WHERE HOSPITALIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SUSPECT INFORMATION

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>RESIDENCE ADDRESS</th>
<th>RESIDENCE PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRIVER’S LICENSE NUMBER/STATE</th>
<th>BUSINESS ADDRESS</th>
<th>BUSINESS PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE OF BIRTH</th>
<th>AGE</th>
<th>RACE</th>
<th>SEX</th>
<th>HEIGHT</th>
<th>WEIGHT</th>
<th>HAIR</th>
<th>EYES</th>
<th>CLOTHING/DISTINGUISHING CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CODES:** E=EVIDENCE  S=STOLEN  R=RECOVERED  L=LOST  F=FOUND

### PROPERTY/EVIDENCE INFORMATION

<table>
<thead>
<tr>
<th>CODE</th>
<th>QUANTITY</th>
<th>ARTICLE TYPE</th>
<th>BRAND</th>
<th>MODEL</th>
<th>MISC DESCRIPTION/SERIAL NUMBER</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SUMMARY OF CRIME/INCIDENT

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REPORTING OFFICER**

**SUPERVISOR’S REVIEW**

**SCORE**

(Reproduced with permission, Business and Technology Division, Administration of Justice Department, Sierra Community College.)
# Administration of Justice

## Practice Crime Report

<table>
<thead>
<tr>
<th>CASE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PAGE _____ OF ______</th>
</tr>
</thead>
</table>

### Occurrence/Nature of Violation or Incident

<table>
<thead>
<tr>
<th>SECTION/CODE</th>
<th>TITLE/DESCRIPTION</th>
<th>LOCATION OF OCCURRENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reporting Officer

<table>
<thead>
<tr>
<th>REPORTING OFFICER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COPY TO:  ___DETECTIVES  ___DISTRICT ATTORNEY  ___OUTSIDE AGENCY  ___CHILD PROTECTIVE SERVICES</th>
</tr>
</thead>
</table>

(Reproduced with permission, Business and Technology Division, Administration of Justice Department, Sierra Community College.)

2013, www.iebcnow.org
For more information contact:
Shelly Valdez, Ed.D
IEBC Director of Educational Collaboration
svaldez@iebcnow.org