

UNIT 6: TECHNICAL SKILLS

TOPIC 2: REPORT WRITING

GOAL: THE STUDENT WILL KNOW BASIC ASPECTS OF REPORT WRITING

SUB-GOALS:

The student will be able to define the term “report writing”

The student will know reasons why a well written report is important

The student will know requirements of a well written report

The student will know guidelines for effective note taking

The student will be able to write a report

REQUIRED HOURS: EIGHT (8) HOURS

STUDENT PERFORMANCE OBJECTIVES:

1. Given a multiple choice question, the student **will choose the option which defines the term “Report”** as stated in the Corrections Basic Training Curriculum of the Ohio Peace Officer Training Commission.
2. Given a multiple choice question, the student **will choose the option which identifies 3 of the 6 reasons why a well written report is important** as stated in the Corrections Basic Training Curriculum of the Ohio Peace Officer Training Commission.
3. Given a multiple choice question, the student **will choose the option which identifies 2 of the 5 requirements of a well written report** as stated in the Corrections Basic Training Curriculum of the Ohio Peace Officer Training Commission.
4. Given a multiple choice question, the student **will choose the option which identifies 4 of the 12 guidelines for effective note taking** as stated in the Corrections Basic Training Curriculum of the Ohio Peace Officer Training Commission.
5. Given a written scenario which documents an alleged incident which occurred in the facility, pen and paper, the student **will write a report based on the incident scenario** as stated in the Corrections Basic Training Curriculum of the Ohio Peace Officer Training Commission.

INSTRUCTOR REFERENCES:

Report Writing Manual for Corrections, Bud Allen, Diane Bosta, David Esparza, Justice Training Center, Vacaville, Ca., 1986

Report Writing, Lt. John R. Rearcy, Jr., Director of Training, Planning and Development, Bismark Police Department, Bismark, N.D.

Peace Officer Basic Training Lesson Plan I-7, "Introduction to Report Writing", The Ohio Peace Officer Training Commission, 1999

Peace Officer Basic Training Lesson Plan VIII-11, "Reporting Writing" The Ohio Peace Officer Training Commission, 1999

Peace Officer Basic Training Lesson Plan VI-17, "Investigative Report Writing", The Ohio Peace Officer Training Commission, 1999

Unpublished manuscripts of Dennis Sterling, December, 1997: "Police Report Writing", "Field Note Taking", "Elements of Report Writing"

Unpublished edit notes, Sub-Committee on Corrections Training, B.S.S.A., Summer, 2000.

TEACHING AIDS:

Prepared Overheads
Overhead Projector
Student Handouts
Chalkboard
Chalk
Eraser
Lectern

STUDENT REFERENCES:

Student Worksheets

- Handout #1: "Twelve Guidelines for effective Note Taking" **SPO #4**
- Handout #2: "Words Frequently Misspelled in Law Enforcement Reports"
- Handout #3: "Parts of Speech"
- Handout #4: "Writing Style"
- Handout #5: "Use of Quotations"
- Handout #6: "Use of Punctuation"
- Handout #6A: "Instructor Answer Sheet for "Use of Punctuation""
- Handout #7: "Use of the Apostrophe"
- Handout #7A: "Instructor Answer Sheet for "Use of the Apostrophe""
- Handout #8 "Writing Clearly"
- Handout #9 "Investigation Report of Cell Fire"
- Handout #9A "Instructor Answer Sheet for "Investigation Report of Cell Fire""

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C. Because of these issues and others, officers must make certain that their reports are:

1. Accurate
2. Understandable
3. Correct
4. Timely

D. Report writing is documentation

1. The correctional officer's responsibility to maintain accurate reports and records are equally as important as any other duties to which the officer is assigned
2. Inmate files, incident reports, log books and similar reports contribute to the smooth operation of the institution
3. They also provide protection for staff and administrators against lawsuits
4. Since inmate initiated litigation against jail officers has intensified in recent years, an officer must know how to prepare accurately written reports for self-protection
5. As correctional officers you will come into contact with 2 basic kinds of reports
 - a. Operational
 - b. Administrative

E. Uses for Reports

1. To document day to day activities
2. To plan, develop and implement short and long term administration and operational matters of the correctional facility
3. To examine the past
4. To keep other officers informed
5. To provide the court with relevant facts

OVERHEAD #1

<ul style="list-style-type: none">6. Used by management<ul style="list-style-type: none">a. To insure more efficient use of department resources<ul style="list-style-type: none">1. Officers2. Equipmentb. To monitor progress of charges which may go to court7. Used as basis for court presentation<ul style="list-style-type: none">a. Forms the basis for prosecuting cases in courtb. Shows that the “element of proof” of the crime has been addressed8. They are used for keeping records<ul style="list-style-type: none">a. Serve as the “official memory” of a facilityb. Regardless of media on which they are kept, reports are historical documents upon which are based:<ul style="list-style-type: none">1. Statistics2. Evaluations3. Proposals4. Applications, etc. <p>F. Your report will be read by many people:</p> <ul style="list-style-type: none">1. Most of your readers have a minimum of high school education2. You need not, therefore, over simplify your writing3. You must remember that you are writing for people who were not present when the incident occurred4. Therefore, your writing must communicate clearly to them the actual events you witnessed	
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<ul style="list-style-type: none">5. Tell what happened, when it happened and how it happened6. Some of the individuals who will read your report are:<ul style="list-style-type: none">a. Other officersb. Supervisorsc. Attorneysd. Judgese. Jurorsf. City officialsg. Reportersh. Citizens7. Importance of well-written reports<ul style="list-style-type: none">a. Well written reports allow effective communication to occurb. They reflect positively upon an officer's:<ul style="list-style-type: none">1. Education2. Competence3. Professionalismc. Well written reports are:<ul style="list-style-type: none">1. Factual2. Objective3. Concise4. Written in standard English5. Legible6. Accurate7. Complete	OVERHEAD #2
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<ul style="list-style-type: none">8. Mechanically correct9. Clear10. On time <p>G. Basic purpose of your report is to record all the facts of the incident:</p> <ul style="list-style-type: none">1. Facts are statements which can be proven2. Three basic types of statements a person might make:<ul style="list-style-type: none">a. Fact: A statement which can be proven<ul style="list-style-type: none">1. By documentation2. By circumstantial evidence3. By eye witnesses4. By physical evidenceb. Inference: A conclusion based on reasoning or deduction<ul style="list-style-type: none">1. When you went to bed, there was no snow on the ground2. When you awoke, there was a blanket of snow covering the ground3. Therefore, you may <i>infer</i> that it snowed overnightc. Opinion: A personal belief which may be based on education or experience3. Problems caused by bad reports<ul style="list-style-type: none">a. Can be difficult to read and understandb. Can cause confusion as to the facts of the matterc. May cause confusion and discrepancies in testimony	<p>OVERHEAD #3</p>
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<ul style="list-style-type: none">4. Your report has a wide-range effect<ul style="list-style-type: none">a. It may be the report which initiated a policy and procedure change within your organizationb. It may be the document which creates the rationale for a directive to all agency personnel <p>H. A REPORT, FOR THE PURPOSES OF THIS SECTION OF INSTRUCTION, IS A “FORMAL, WRITTEN PRESENTATION OF FACTS”</p> <ul style="list-style-type: none">1. Formal: A report is formal, while day-to-day communications may be formal or informal2. Written: While communications can occur in many ways, we will focus specifically on the written word as the medium for communication3. Presentation: A specific message to be transmitted by the sender to a specific receiver4. Facts: A report must reflect the facts - no opinions or personal judgments should be in the report text<ul style="list-style-type: none">a. A person making a report can certainly express an opinion or a judgmentb. It must be presented in such a way as to ensure there is no doubt by the reader of distinguishing the break from the presentation of facts and the opinion of the report writerc. An officer may accomplish this by:<ul style="list-style-type: none">1. Attaching a separate supplemental page entitled “Confidential” <p style="text-align: center;">OR</p> <ul style="list-style-type: none"><ul style="list-style-type: none">2. Attaching a separate supplemental page entitled “Opinions and conclusions”5. Often the officer is the fact finder of an investigation<ul style="list-style-type: none">a. As such, you may be called upon for a conclusionb. A conclusion is your opinion or judgment as to	<p>SPO #1 OVERHEAD #4</p> <p>OVERHEAD #5</p>
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<p>what happened, based upon your investigation, after reviewing all the facts gathered</p> <p>I. Legal considerations</p> <ol style="list-style-type: none">1. Legal considerations are varied<ol style="list-style-type: none">a. The courts require documentation of any and all actions takenb. Generally, the position of most courts is, "If it didn't happen on paper, it didn't happen"2. Reports must be written clearly and concisely<ol style="list-style-type: none">a. They may be used as court evidenceb. They may, very likely, be read and used by other people in the criminal justice system3. A well written report may prevent successful litigation against:<ol style="list-style-type: none">a. The officerb. Supervisionc. Administration4. As trained professionals, officers must:<ol style="list-style-type: none">a. Accept report writing as an integral part of a correctional officer's dutiesb. Write reports to the very best of one's abilityc. Retain all reports as prescribed by departmental policy and procedured. Write reports that will stand the test of court scrutiny <p>J. SIX REASONS WHY A WELL WRITTEN REPORT IS IMPORTANT:</p> <ol style="list-style-type: none">1. A well-written report is a permanent record2. A report reflects on the training and character of the	<p>SPO #2 OVERHEAD #6</p>
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<p>reporter</p> <ol style="list-style-type: none">3. Written reports are subject to review:<ol style="list-style-type: none">a. By supervisorsb. By department headsc. By hearing officers4. Reports may have a wide circulation5. Written reports may ultimately have legal implications6. Written reports provide a means of ensuring that facility policies and procedures are applied consistently and appropriately documented <p>K. Types of reports</p> <ol style="list-style-type: none">1. Correctional employees will be expected to provide documentation of operations in their facility2. Some types of reports:<ol style="list-style-type: none">a. Incident reportsb. Disciplinary reportsc. Admitting and processing reportsd. Inmate money and property receiptse. Medical notationsf. Log entries<ol style="list-style-type: none">1. Visitors' logs2. Telephone calls3. Mail4. Commissary5. Observationsg. Inspection reports	<p>OVERHEAD #7</p>
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<p>L. Categories of reports</p> <ol style="list-style-type: none">1. Reports completed by others which must be reviewed for accuracy and completeness<ol style="list-style-type: none">a. Commitmentb. Registerc. Admissionsd. Release2. Reports which the correctional officer completes but which require no narrative<ol style="list-style-type: none">a. Count sheetsb. Special meals receivedc. Medical treatment received3. Reports which the correctional officers complete which require narratives and statements<ol style="list-style-type: none">a. Short remarksb. Detailed descriptions <p>M. Seven essential characteristics of a well written report</p> <ol style="list-style-type: none">1. WHO<ol style="list-style-type: none">a. Who discovered the incidentb. Who reported the incidentc. Who were the witnesses who saw, heard or know who is involvedd. When identifying persons involved, be sure to:<ol style="list-style-type: none">1. Identify inmates by:<ol style="list-style-type: none">a. Complete nameb. Numberc. Jail quarters assignment	<p>OVERHEAD #8</p>
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<ul style="list-style-type: none"><ul style="list-style-type: none">d. Dormitorye. Other appropriate designation and work assignment2. Identify staff by complete name and title3. Identify witnesses by:<ul style="list-style-type: none">a. Full nameb. Date of birthc. Titlee. By identifying persons involved in this manner it:<ul style="list-style-type: none">1. Classifies who is involved for the reader2. Adds to your professionalism3. The titles add to the witnesses' credibilityf. Don't forget to include your position or rank and title as well for the same reasons <p>2. WHAT (offense)</p> <ul style="list-style-type: none">a. What happenedb. What was the offense or infraction committedc. What are the elements of the incidentd. Identify what objects were used or precisely how they were involvede. Further action needs to be taken <p>3. WHERE (location)</p> <ul style="list-style-type: none">a. Where did it happenb. Where were the persons involved seenc. Where were the tools and weapons obtainedd. Where were the witnesses located to see the	
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<p>incident</p> <ul style="list-style-type: none">e. When describing the location, do so by using such things as:<ul style="list-style-type: none">1. Cellblock number2. Cell number3. Name of areaf. Be sure to include the same process when locating persons as well as objectsg. If you were the witness, don't forget to specify your location or position relative to the incident <p>4. WHEN (time)</p> <ul style="list-style-type: none">a. When was the infraction or violation committedb. When was the occurrence discoveredc. When was the notification of the incident receivedd. When did staff arrive on the scenee. When did the incident ceasef. Be sure to give the exact time, if known<ul style="list-style-type: none">1. If the exact time is not known, specify approximate time2. Trace the steps you were last performing <p>5. HOW</p> <ul style="list-style-type: none">a. How was the offense, violation or infraction committedb. If it can be determined, how was the incident plannedc. How did the inmate use the weapon or toolsd. How much damage was done	
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<ul style="list-style-type: none">e. Be sure to place this information in chronological, narrative formf. Keep in mind that you, as the report writer, want to begin your report with:<ul style="list-style-type: none">1. How the situation started2. How the situation progressed3. How the situation concludedg. This characteristic, generally, will be the largest part of your narrative <p>6. WHY (motive)</p> <ul style="list-style-type: none">a. Why was the violation, offense or infraction committedb. Why was a particular tool or weapon usedc. Why was a particular method employedd. This characteristic answers the question of motivee. This characteristic must be factualf. You may offer opinions so long as the reader can distinguish them from factsg. If the information as to why is secondhand, state that it is and give the source <p>7. ACTION TAKEN</p> <ul style="list-style-type: none">a. This is usually the weakest or most forgotten part of the reportb. This is because others are often responsible for this part rather than the original report writer and investigatorc. Examples of what might be included in the "Action Taken" section:<ul style="list-style-type: none">1. What was the final disposition2. If referred, to whom	
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<ul style="list-style-type: none">3. If handled informally, howd. Naturally, this list is not complete as every case is different <p>N. FIVE REQUIREMENTS OF A WELL WRITTEN REPORT</p> <ul style="list-style-type: none">1. Complete<ul style="list-style-type: none">a. The report must include the seven essentials of a reportb. The report must be written so as to be understood by a third partyc. When completed<ul style="list-style-type: none">1. You must sign your full name in signature form (cursive writing)2. Include your position or title if appropriate3. Date the report2. Concise<ul style="list-style-type: none">a. Get to the pointb. Don't editorializec. Make every sentence countd. Avoid repeating pointse. Do not include unnecessary information which is not pertinent to the specific incident3. Clear<ul style="list-style-type: none">a. Use simple, descriptive wordsb. Use concrete words, names of people, numbers and title, (Ms., Mrs., Mr.) words that point to a specific person or thingc. Do not "over reach" using vocabulary above your	<p>SPO #3 OVERHEAD #9</p>
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<p>level or the meaning of which you are not certain</p> <ul style="list-style-type: none">d. Don't "legalize" where it isn't necessarye. Avoid jargon and "buzz" words <p>4. Correct</p> <ul style="list-style-type: none">a. Use proper grammarb. Use proper spellingc. Your information must be accurate and unbiasedd. Actual words or phrases spoken are accepted - not paraphrases or generalities <p>5. Professional</p> <ul style="list-style-type: none">a. Inmate cooperative - indicate sob. Inmate uncooperative - indicate howc. Avoid:<ul style="list-style-type: none">1. Judgments2. Stereotypes3. Biasesd. Avoid:<ul style="list-style-type: none">1. "Loaded" words2. Absolutes <p>O. Field notes</p> <ul style="list-style-type: none">1. There are many reasons why an officer may be unable to write a report immediately after an incident occurs:<ul style="list-style-type: none">a. Medical emergencies requiring evacuationb. Fire emergencies requiring evacuationc. Insufficient time to complete reports prior to the	<p>OVERHEAD #10</p>
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<p>end of shift or other reasons</p> <ol style="list-style-type: none">2. Because situations like these occur, a correctional officer should make a habit of recording the facts of a situation in a pocket notebook until such time as the full report can be written3. Field notes are the backbone of your report4. They are, in a sense, the “tape-recorder” for your investigative report5. They are the basis for building your case against the perpetrator6. Each element of the infraction with which you charge an inmate <u>MUST</u> appear in your notes <u>AND</u> be supported in your report7. Review the elements of the infraction charged, to be certain you support each of them in your report8. Definition of field notes<ol style="list-style-type: none">a. Notations of a specific eventb. A general collection of information of an officer’s observationsc. A general index of events used in writing reports9. Field notes should be taken as soon after an incident as possible and preserved in a notebook<ol style="list-style-type: none">a. The sub-conscious mind absorbs nearly 100% of the available information through the 5 sensesb. Immediately after an event, the conscious mind usually recalls between 10 and 30% of the informationc. However, when the conscious memory is aided by notes, the recall rate increases to nearly 75%d. Your field notes should be in your own handwriting and made at the time of the incident or as soon thereafter as possible <p>1. Include rough sketches</p>	<p>OVERHEAD #11</p> <p>OVERHEAD #12</p>
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<p>2. Record the names of everyone to whom you speak, not just witnesses</p> <p>10. Effective field notes are:</p> <ul style="list-style-type: none">a. Accurateb. Briefc. Cleard. Complete <p>11. Accuracy is achieved by checking and verifying <u>ALL</u> the information you record</p> <ul style="list-style-type: none">a. Repeat information back to the person from whom you get itb. Make certain you spell names correctlyc. Verify that you have recorded numbers and housing locations correctlyd. As a general rule, use only one type of pen to make notes and make sure you carry a spare<ul style="list-style-type: none">1. If you run out of ink and use a different color, you could be accused of filling in comments at a later time2. <u>DO NOT</u> Erase any entries in your notebook<ul style="list-style-type: none">a. Do not black out your original notesb. Draw a line through the information to be correctedc. Initial the beginning and ending of any correctione. Do not make personal comments or any comments unrelated to the matter at hand<ul style="list-style-type: none">1. Abbreviations may be used but <u>be consistent</u> in your style of abbreviating in order to avoid confusion	
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<ul style="list-style-type: none">2. If abbreviations are used to refer to suspects or witnesses<ul style="list-style-type: none">a. Number them accordinglyb. Identify them clearly in the notesf. Do not “clean up” a speaker’s language if he or she uses “street talk”, record what he/she actually saidg. Hold the speaker to the subject at hand and do not let them wander <p>12. Brevity may be achieved by:</p> <ul style="list-style-type: none">a. Omitting articles, i.e.:<ul style="list-style-type: none">1. “A”2. “An”3. “The”b. Omit unnecessary words but not to the point where you cannot understand later what you meant <p>13. Clarity means the notes have to be written in legible script</p> <ul style="list-style-type: none">a. Take notes in any form you wish as long as they mean something to youb. Make sure they back up your thoughts and statements on the subject; they are the basis of your report <p>14. Types of information needed to write effective field notes:</p> <ul style="list-style-type: none">a. Person(s) involved<ul style="list-style-type: none">1. Suspects2. Victims3. Witnesses	<p>OVERHEAD #13</p>
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<ul style="list-style-type: none">b. Times and dates<ul style="list-style-type: none">1. Occurrence2. Arrival and departure of personnel3. Follow upsc. Location of incident <p>15. TWELVE (12) GUIDELINES FOR EFFECTIVE NOTE TAKING</p> <ul style="list-style-type: none">a. The notes should cover the same essentials as a reportb. They should be made as quickly as possible following the incidentc. Notes should include verbal statements of participants and witnessesd. If applicable, notes should include sketches of the scene and locations of people and important objectse. Notes should note all evidence collected and its dispositionf. If warranted, they should include pictures taken and markedg. They should record events in chronological order and give approximate times where possibleh. You should carry a notebook at all timesi. Number the pages consecutively and do not remove any pages from the notebookj. Record facts and observation, <u>NOT</u> opinionsk. Reference communication and other reports concerning the incidentl. When full, do not discard the notebook; file it in chronological order with others as it may be needed months or even years later	<p>SPO #4 HANDOUT #1</p>
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<p>P. Preservation of evidence</p> <ol style="list-style-type: none">1. Evidence has been mentioned several times2. In terms of reporting, there are several important things to remember when handling evidence in addition to knowing your department or agency policies and procedures<ol style="list-style-type: none">a. Mark it<ol style="list-style-type: none">1. Physically mark it2. Attach a tag or label to the object3. Store it in a marked container4. Ensure it is permanently identifiableb. Note it<ol style="list-style-type: none">1. Note the means of marking it2. Record the physical description including:<ol style="list-style-type: none">a. Model numberb. Other numbersc. Names3. Note who assisted youc. Report it - include a record of all evidence and its disposition in the appropriate reportsd. Document it<ol style="list-style-type: none">1. Document each time the evidence passes from one person to another2. Document how it was secured by each of those personse. Log entries<ol style="list-style-type: none">1. Log entries often are the culprits which get correctional personnel into trouble	
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<ul style="list-style-type: none">2. They are often so routine and mundane that they are not taken seriously:<ul style="list-style-type: none">a. Most often performed by line personnelb. Serve a vital role in documentation3. Helpful hints regarding log entries<ul style="list-style-type: none">a. "O.K." is not sufficientb. Entry should reflect actual observationc. Any and all unusual occurrences should be notedd. Follow throughe. Verbally summarize the occurrences of the day to the shift which relieves you <p>Q. Guidelines for report writing</p> <ul style="list-style-type: none">1. Your report should be <u>CLEAR</u><ul style="list-style-type: none">a. A report which is complicated, unorganized and difficult to understand is useless to hearing officers, your supervisor and prosecutorsb. The report should contain a clear statement of your objectives2. Your report should be pertinent<ul style="list-style-type: none">a. The information in the report should deal only with the stated objectiveb. If other topics are discussed, they should relate to the main themec. The relationship of new topics to the stated objective of the report should be made clear3. Your report should be brief<ul style="list-style-type: none">a. Brief to the point of being useful but not to the point of being incompleteb. Avoid:	<p>OVERHEAD #14</p>
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<ol style="list-style-type: none">1. Wordiness2. Repetition, unless used sparingly for emphasis or clarity3. Needless details4. Any item or matter not relevant to the stated objective <ol style="list-style-type: none">4. Your report should be complete<ol style="list-style-type: none">a. Report all the facts you have learned during the investigation which have a bearing on the objectiveb. Incomplete statement of facts are confusing and can lead the reader to faulty conclusions <ol style="list-style-type: none">5. Your report should be current<ol style="list-style-type: none">a. Refer to dates and times and document their accuracyb. Depending on the situation, even a few hours could render your report of little or no valuec. Place the report in the appropriate time frame <ol style="list-style-type: none">6. Your report should be accurate<ol style="list-style-type: none">a. Errors found in your report have a negative effect on your competence as an officerb. Your report should reflect the facts you <u>FOUND</u> not what you <u>WANTED TO FIND</u>c. Your notes and completed report, directly reflect your credibility and your department's credibility <ol style="list-style-type: none">7. Your report should be fair<ol style="list-style-type: none">a. Report <u>ALL</u> the factsb. Even report those facts that tend to weaken your casec. As a reporter, your job is that of a fact finder	
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<p>accuracy</p> <ol style="list-style-type: none">3. Choose 25-50 of the words on the list and have students write them4. Have students exchange papers and give the correct spelling of each word5. This exercise may be repeated as often as necessary, using different words from the list <p>S. Use of the English language</p> <ol style="list-style-type: none">1. Use of the English language is a difficult assignment for many people2. By examining typical police reports, it becomes evident that many officers have the same difficulty in use of language3. A written report is, to all intents and purposes, "one way" communication4. The <u>writer</u>, therefore, must make certain the <u>reader</u> understands the intended meaning5. There is no opportunity to ask questions<ol style="list-style-type: none">a. To clarify informationb. To simplify concepts6. There are no "non-verbal" clues normally used to clarify or understand:<ol style="list-style-type: none">a. Inflectionb. Voice tonec. A raised eyebrowd. Facial expression7. The written report must rely on easily understood standard English to express meaning and report facts<ol style="list-style-type: none">a. The report must be free of police jargon and "legalese"	
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<ul style="list-style-type: none">b. The report must be:<ul style="list-style-type: none">1. Grammatically correct2. Clearly written3. Concisely statedc. Example: "I know you think you know what I said, but I'm not firmly convinced you know what I think I meant" <p>8. Active and passive voice</p> <ul style="list-style-type: none">a. Officers, many times, have trouble with the use of active and passive voiceb. Writing in the <u>passive</u> voice is a common practice among officers<ul style="list-style-type: none">1. Use of the passive voice is less forceful and not as clear as using the active voice2. A long succession of passive verbs will result in an awkward and difficult to understand reportc. A verb in the <u>active</u> voice expresses an action performed by the subject of that verbd. A verb is in the <u>passive</u> voice when:<ul style="list-style-type: none">1. It expresses an action performed <u>upon</u> it's subject <p style="text-align: center;">OR</p> <ul style="list-style-type: none">2. When the subject is the result of the action e. Examples:<ul style="list-style-type: none">1. (Active voice) The subject struck the victim (subject acting)2. (Passive) The victim was struck by the subject3. (Active) I searched the vehicle (subject acting)4. (Passive) A search of the vehicle was conducted by the undersigned officer	<p>OVERHEAD #16</p> <p>OVERHEAD #17</p>
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<p>9. The personal pronoun “I”</p> <ul style="list-style-type: none">a. Traditionally, officers have refrained from using the personal pronoun “I”b. Many times, officers have been <u>required</u> to use such clumsy expressions as:<ul style="list-style-type: none">1. “The undersigned...”2. “This officer...”3. “This unit...”4. “Reporting officer...”c. All of these expressions mean the same thing, “I”d. The purpose of these second person constructions was to portray objectivity, professionalism and credibility in reportse. The accumulated effect has been the oppositef. Reports, in which these constructions have been used, are difficult to understand and time consuming to writeg. As with the use of active verbs, use of the pronoun “I” is becoming more common in modern day police reportsh. Whenever an officer refers to herself or himself in a report to express personal action, the personal pronoun “I” should be used <p>10. Use of jargon and legalese</p> <ul style="list-style-type: none">a. “Legalese” should be kept where it belongs:<ul style="list-style-type: none">1. In an indictment2. In a courtroom3. In codes of law4. <u>NOT</u> in a report	
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<ul style="list-style-type: none">b. There is no place in modern day report writing, for <u>any</u> reason, for such obfuscations as: "The undersigned officer was dispatched via radio to the scene of the altercation and upon arrival, did, in fact, observe the suspect in question, pummel the alleged victim with great violence about the upper portions of his person"c. Instead, write: "I was dispatched to the scene. When I arrived, I saw Blake beating Nelson in the face."d. Movies and TV programs have contributed, large degree, to this usagee. Another contributing factor is the belief on the part of some officers that such usage improves professionalismf. Websters dictionary gives two meanings of "Jargon"<ul style="list-style-type: none">1. Nonsensical, incoherent or meaningless talk2. The specialized language of a trade, profession or similar groupsg. Remember; the primary purpose of report writing is to <u>inform</u> not <u>confuse</u> <p>11. Grammar</p> <ul style="list-style-type: none">a. The words of a language are classified according to certain grouping called "Parts of Speech"b. The function of each group is different, just as the function of the Patrol Division is different from that of the Homicide Divisionc. Nouns can be subjects and objects, adjectives are modifiers, pronouns take the place of nouns, etc.d. The rules for using parts of speech are complicatede. The rules of society (The Law) are complicatedf. Officers, however, enforce the rules of the facility everyday of their lives	
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<ul style="list-style-type: none">g. If the rules of the facility can be learned and enforced, the rules of grammar can be learned and usedh. Parts of speech<ul style="list-style-type: none">1. Noun<ul style="list-style-type: none">a. Use: Namesb. Examples:<ul style="list-style-type: none">1. Man2. Corn3. Wealth4. Team2. Pronoun<ul style="list-style-type: none">a. Use: Takes the place of a nounb. Examples:<ul style="list-style-type: none">1. "I"2. You3. We4. Them5. This6. His7. Herself3. Adjective<ul style="list-style-type: none">a. Use: Modifies a noun or pronounb. Examples:<ul style="list-style-type: none">1. Large	HANDOUT #3
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<ul style="list-style-type: none">2. Red3. Two4. Verb<ul style="list-style-type: none">a. Use: Shows action or helps to make a statementb. Examples:<ul style="list-style-type: none">1. Is2. Does3. Wanted4. Seems5. Have5. Adverb: Modifies a verb, adjective or another adverb<ul style="list-style-type: none">a. Rapidlyb. Wellc. Tood. Somewhat6. Preposition<ul style="list-style-type: none">a. Use: Relates a noun or a pronoun to another wordb. Examples:<ul style="list-style-type: none">1. Into2. Below3. Of4. From5. About	
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<p>7. Conjunction</p> <ul style="list-style-type: none">a. Use: Joins words or groups of wordsb. Examples:<ul style="list-style-type: none">1. And2. But3. Or4. For5. After6. As7. Until <p>8. Interjection</p> <ul style="list-style-type: none">a. Use: Shows strong feelingsb. Examples:<ul style="list-style-type: none">1. Ow!2. Wow!3. Ouch! <p>T. Writing Style</p> <ul style="list-style-type: none">1. Use first person "I"<ul style="list-style-type: none">a. Shows ownership of reportb. Easier to follow eventc. Easier to keep track of participants if more than one officer is involved in the incidentd. It is a natural writing style2. Write in past tense, recording what has already occurred	<p>HANDOUT #4</p> <p><u>BE CERTAIN</u> STUDENTS COMPLETE <u>ALL</u> THE FOLLOWING EXERCISES ON USE OF QUOTATIONS, PUNCTUATION AND APOSTROPHE</p>
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<ul style="list-style-type: none">3. Identify all people by name if known<ul style="list-style-type: none">a. Subject may become defendantb. Witness may become suspectc. Witness may become defendantd. Defendant may changee. Victims may change4. Essentials to good report writing<ul style="list-style-type: none">a. Write in simple past tenseb. Write in first person, "I"c. Identify all people by name if knownd. Use quotations when necessary to convey informatione. Abbreviate only when necessary and only with standard abbreviationsf. Use correct punctuationg. Capitalize where properh. Spell out numbers that stand alonei. Report in chronological orderj. Pay attention to detailsk. Report all results, including the negativel. Proofread for spelling and grammarm. Proofread again for contentn. Include all elements of the crime for prosecutiono. When in doubt, put it in the report of investigationp. Take responsibility for your report5. Quotations	
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6-2-34

<ul style="list-style-type: none">a. Pay attention to detailsb. Reflect ability as investigatorc. Be specific with wordsd. Use words understood by audiencee. Stay away from big wordsf. Use natural sounding wordsg. Keep sentences complete, but shorth. Underlining or printing key words is acceptablei. No standard length to a report <p>12. Content</p> <ul style="list-style-type: none">a. Have all loose ends been coveredb. Have all elements of crime been includedc. Include negative results as well as positived. Make sure all notes have been included in the reporte. Proof-read and check spellingf. Does report have any holes in it <p>13. Use of the apostrophe</p> <ul style="list-style-type: none">a. The apostrophe is used in the English language for word contractions and to show possession of somethingb. Many people, including police officers, seriously misuse the apostrophe, especially in showing possessionc. A general rule of English grammar is that: <u>POSSESSION CANNOT BE SHOWN BY AN INANIMATE OBJECT!!!!!!</u>	<p>HANDOUT #7 & 7A</p>
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<ul style="list-style-type: none">d. Examples of incorrect apostrophe use to show possession:<ul style="list-style-type: none">1. The weapon's mechanism2. The building's doorway3. The cruiser's lights4. The report's conclusione. Correction of the examples given:<ul style="list-style-type: none">1. The mechanism of the weapon2. The doorway of the building3. The lights of the cruiser4. The conclusion of the reportf. Correct examples of the apostrophe to show possession<ul style="list-style-type: none">1. The girl's dress2. The dog's collar3. The children's noise4. The horse's shoe <p>14. Student exercise for clarity of writing</p> <ul style="list-style-type: none">a. Have students complete this exercise in their own wordsb. Review several of the responses in classc. Emphasize there is more than one way to correct the cited examplesd. The purpose of the exercise is to provide students the opportunity to practice writing clearly and in simple language <p>15. Student exercise in writing reports</p>	<p>OVERHEAD #18</p> <p>OVERHEAD #19</p> <p>NOTE: PLURAL POSSESSIVE</p> <p>HANDOUT #8</p>
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<ul style="list-style-type: none">a. Report evaluation #1<ul style="list-style-type: none">1. First paragraph, second sentence; “I can tell you now...” Is this statement substantiated by the text2. Who is Mr. Cardinal3. First paragraph, last sentence; “Is this statement substantiated by the text”4. Second paragraph: “Is this information pertinent5. Who is Keller6. What is the significance of the explosion7. ...Why was the report writtenb. Report evaluation #2<ul style="list-style-type: none">1. What happened<ul style="list-style-type: none">a. Is it more clearb. Is there anything else to include2. When did the incident occur<ul style="list-style-type: none">a. Is it more clearb. In what way3. Where did the incident occur –Describe how this is better compared to the first report4. How did it happen – Is it still somewhat confusing (or not)5. Who was involved<ul style="list-style-type: none">a. The second report does identify those involved more clearlyb. Does it cover and identify everyone involved in the incident	HANDOUT #9 & 9A
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<ul style="list-style-type: none">6. Why did it happen<ul style="list-style-type: none">a. The motive is still unclearb. What can be done to complete this portion of the report7. What action was taken<ul style="list-style-type: none">a. Is this still left to completeb. How did it compare with the first report <p>16. WRITING A REPORT</p> <ul style="list-style-type: none">a. Distribute a previously prepared scenario concerning an incident to studentsb. Have them write a report using themselves as responding officerc. Inform students this is an SPO and must be successfully completed on a pass/fail basis before they can sit for the final examination administered by State testingd. Students are graded on their correct use of the following items<ul style="list-style-type: none">1. Spelling2. Grammar3. Punctuation4. Clarity of writing style <p>II. PRACTICE</p> <ul style="list-style-type: none">A. Distribute practice exercise	<p>SPO #5</p> <p>N.B.: DURING THIS PORTION OF THE CLASS, INSTRUCTOR MAY WISH TO STAGE AN INCIDENT AND HAVE STUDENTS DESCRIBE, IN WRITING, WHAT THEY SAW</p> <p>TO BE TAKEN AT END OF COURSE</p>
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- B. Have students complete
- C. Review exercise with students
- D. Be available for questions, if necessary

IV. TEST/SPOS

USES FOR REPORTS

- ◆ TO DOCUMENT DAY TO DAY ACTIVITIES
- ◆ TO PLAN, DEVELOP AND IMPLEMENT SHORT AND LONG TERM ADMINISTRATION AND OPERATIONAL MATTERS OF THE CORRECTIONAL FACILITY
- ◆ TO EXAMINE THE PAST
- ◆ TO KEEP OTHER OFFICERS INFORMED
- ◆ TO PROVIDE THE COURT WITH RELEVANT FACTS
- ◆ USED BY MANAGEMENT
- ◆ USED AS BASIS FOR COURT PRESENTATION
- ◆ THEY ARE USED FOR KEEPING RECORDS

SOME OF THE INDIVIDUALS WHO WILL READ YOUR REPORT
ARE:

- ◆ OTHER OFFICERS
- ◆ SUPERVISORS
- ◆ ATTORNEYS
- ◆ JUDGES
- ◆ JURORS
- ◆ CITY OFFICIALS
- ◆ REPORTERS
- ◆ CITIZENS

THREE BASIC TYPES OF STATEMENTS A PERSON MIGHT MAKE:

- ◆ FACT: A STATEMENT WHICH CAN BE PROVEN
- ◆ INFERENCE: A CONCLUSION BASED ON REASONING OR DEDUCTION
- ◆ OPINION: A PERSONAL BELIEF WHICH MAY BE BASED ON EDUCATION OR EXPERIENCE

SPO 1

A REPORT, FOR THE PURPOSES OF THE SECTION OF INSTRUCTION, IS A “FORMAL, WRITTEN PRESENTATION OF FACTS”

◆ FORMAL

◆ WRITTEN

◆ PRESENTATION

◆ FACTS

A CONCLUSION IS YOUR OPINION OR JUDGMENT AS TO
WHAT HAPPENED BASED UPON YOUR INVESTIGATION,
AFTER REVIEWING ALL THE FACTS GATHERED

SPO 2

SIX REASONS WHY A WELL WRITTEN REPORT IS IMPORTANT:

- ◆ A WELL-WRITTEN REPORT IS A PERMANENT RECORD
- ◆ A REPORT REFLECTS ON THE TRAINING AND CHARACTER OF THE REPORTER
- ◆ WRITTEN REPORTS ARE SUBJECT TO REVIEW:
 - BY SUPERVISORS
 - BY DEPARTMENT HEADS
 - BY HEARING OFFICERS
- ◆ REPORTS MAY HAVE A WIDE CIRCULATION
- ◆ WRITTEN REPORTS MAY ULTIMATELY HAVE LEGAL IMPLICATIONS
- ◆ WRITTEN REPORTS PROVIDE A MEANS OF ENSURING THAT FACILITY POLICIES AND PROCEDURES ARE APPLIED CONSISTENTLY AND APPROPRIATELY DOCUMENTED

SOME TYPES OF REPORTS

- ◆ INCIDENT REPORTS
- ◆ DISCIPLINARY REPORTS
- ◆ ADMITTING AND PROCESSING REPORTS
- ◆ INMATE MONEY AND PROPERTY RECEIPTS
- ◆ MEDICAL NOTATIONS
- ◆ LOG ENTRIES
- ◆ INSPECTION REPORTS

SEVEN ESSENTIAL CHARACTERISTICS OF A WELL WRITTEN REPORT

- ◆ WHO
- ◆ WHAT (OFFENSE)
- ◆ WHERE (LOCATION)
- ◆ WHEN (TIME)
- ◆ HOW
- ◆ WHY (MOTIVE)
- ◆ ACTION TAKEN

SPO 3

FIVE REQUIREMENTS OF A WELL WRITTEN REPORT

- ◆ COMPLETE
- ◆ CONCISE
- ◆ CLEAR
- ◆ CORRECT
- ◆ COURTEOUS
- ◆ PROFESSIONAL

THERE ARE MANY REASONS WHY AN OFFICER MAY BE
UNABLE TO WRITE A REPORT IMMEDIATELY AFTER AN
INCIDENT OCCURS:

- ◆ MEDICAL EMERGENCIES REQUIRING EVACUATION
- ◆ FIRE EMERGENCIES REQUIRING EVACUATION
- ◆ INSUFFICIENT TIME TO COMPLETE REPORTS PRIOR TO
THE END OF SHIFT OR OTHER REASONS

DEFINITION OF FIELD NOTES

- ◆ NOTATIONS OF A SPECIFIC EVENT

- ◆ A GENERAL COLLECTION OF INFORMATION OF AN OFFICER'S OBSERVATIONS

- ◆ A GENERAL INDEX OF EVENTS USED IN WRITING REPORTS

EFFECTIVE FIELD NOTES ARE:

◆ ACCURATE

◆ BRIEF

◆ CLEAR

◆ COMPLETE

TYPES OF INFORMATION NEEDED TO WRITE EFFECTIVE FIELD NOTES:

◆ PERSON(S) INVOLVED

◆ TIMES AND DATES

◆ LOCATION OF INCIDENT

GUIDELINES FOR REPORT WRITING

- ◆ YOUR REPORT SHOULD BE CLEAR
- ◆ YOUR REPORT SHOULD BE PERTINENT
- ◆ YOUR REPORT SHOULD BE BRIEF
- ◆ YOUR REPORT SHOULD BE COMPLETE
- ◆ YOUR REPORT SHOULD BE CURRENT
- ◆ YOUR REPORT SHOULD BE ACCURATE
- ◆ YOUR REPORT SHOULD BE FAIR
- ◆ YOUR REPORT SHOULD BE INFORMATIVE
- ◆ YOUR REPORT SHOULD BE OBJECTIVE
- ◆ YOUR REPORT MUST BE WRITTEN IN CORRECT FORM
- ◆ THE FORM OF THE REPORT IS CORRECT WHEN:

YOUR REPORT MUST BE WRITTEN IN CORRECT FORM

- ◆ ARRANGEMENT OF MATERIAL
- ◆ VISUAL APPEARANCE OF THE REPORT
- ◆ ANY MATTER THAT RELATES TO THE FUNCTION AND USE OF THE REPORT
- ◆ SENTENCE STRUCTURE
- ◆ PARAGRAPHING
- ◆ CAPITALIZATION
- ◆ SPELLING
- ◆ ABBREVIATIONS
- ◆ PUNCTUTATION
- ◆ INCLUSION OF EVIDENCE

A VERB IN THE ACTIVE VOICE EXPRESSES AN ACTION
PERFORMED BY THE SUBJECT OF THAT VERB

EXAMPLES

- ◆ (ACTIVE VOICE) THE SUBJECT STRUCK THE VICTIM
(SUBJECT ACTING)

- ◆ (PASSIVE) THE VICTIM WAS STRUCK BY THE SUBJECT

- ◆ (ACTIVE) I SEARCHED THE VEHICLE (SUBJECT ACTING)

- ◆ (PASSIVE) A SEARCH OF THE VEHICLE WAS CONDUCTED
BY THE UNDERSIGNED OFFICER

CORRECTION OF THE EXAMPLES GIVEN:

- ◆ THE MECHANISM OF THE WEAPON
- ◆ THE DOORWAY OF THE BUILDING
- ◆ THE LIGHTS OF THE CRUISER
- ◆ THE CONCLUSION OF THE REPORT

CORRECT EXAMPLES OF THE APOSTROPHE TO SHOW POSSESSION

- ◆ THE GIRL'S DRESS
- ◆ THE DOG'S COLLAR
- ◆ THE CHILDREN'S NOISE
- ◆ THE HORSE'S SHOE

SPO # 4

"TWELVE GUIDELINES FOR EFFECTIVE NOTE TAKING"

1. The notes should cover the same essentials of a report.
2. You should carry a notebook at all times.
3. They should be made as quickly as possible following the incident.
4. Notes should include verbal statements of participants and witnesses.
5. If applicable, notes should include sketches of the scene and locations of people and important objects.
6. Notes should note all evidence collected and its disposition.
7. . If warranted, they should include pictures taken and marked.
8. They should record events in chronological order and give approximate times where possible
9. Number the pages consecutively and do not remove any pages from the notebook.
10. Record facts and observation, not opinions.
11. Reference communication and other reports concerning the incident.
12. When full do not discard the notebook, but file it in chronological order with others. It may be needed months or even years later.

WORDS FREQUENTLY MISPELLED IN LAW ENFORCEMENT REPORTS

1. abandon	51. committing	101. fight
2. abrasion	52. committed	102. forcible
3. accepted	53. comparison	103. foreign
4. access	54. compelled	104. freight
5. accessible	55. complained	105. frightened
6. accidentally	56. concealed	106. frequency
7. acquired	57. consistent	107. garage
8. address	58. cooperative	108. gauge
9. admission	59. coroner	109. gradually
10. admitted	60. counsel	110. guarantee
11. advise	61. damaged	111. guided
12. advised	62. debt	112. guilty
13. aggravated	63. deceased	113. habitually
14. alcohol	64. deceived	114. handkerchief
15. alleged	65. decision	115. heard
16. altercation	66. defendant	116. height
17. altered	67. defense	117. heroin
18. analysis	68. definite	118. hindered
19. analyzed	69. delinquent	119. homicide
20. anonymous	70. dependent	120. horizontal
21. answered	71. deployed	121. hurriedly
22. apparently	72. described	122. hysterical
23. appearance	73. destination	123. illiterate
24. argumentative	74. developed	124. imagined
25. arrest	75. diagnosis	125. inadequately
26. articles	76. disappearance	126. interceded
27. assistance	77. disclosed	127. irrelevant
28. attached	78. disguise	128. intoxicated
29. attempted	79. dispute	129. indicating
30. attendant	80. distinguishing	130. involuntary
31. acknowledge	81. disturbance	131. immediately
32. assumed	82. drunken	132. incidentally
33. barbiturate	83. dual	133. independent
34. believed	84. eighth	134. indict
35. beverage	85. eligible	135. inhabitant
36. bicycle	86. embarrassed	136. innocence
37. bruised	87. employee	137. instead
38. bureau	88. entrance	138. insufficient
39. burglary	89. epileptic	139. insured
40. business	90. equipment	140. interior
41. cafeteria	91. evidence	141. interrupted
42. caliber	92. exaggerated	142. investigation
43. carburetor	93. examined	143. its
44. ceiling	94. exceeded	144. it's
45. characteristic	95. excessive	145. jealous
46. chose	96. extremely	146. jeopardize
47. cigarette	97. facility	147. juvenile
48. commenced	98. familiar	148. khaki
49. commission	99. fatal	149. knowledge
50. commit	100. fictitious	150. knowledgeable

WORDS FREQUENTLY MISPELLED IN LAW ENFORCEMENT REPORTS

151.	knuckles	201.	occasion	251.	referred
152.	laboratory	202.	occasionally	252.	registered
153.	laceration	203.	offense	253.	released
154.	language	204.	opportunity	254.	relevant
155.	latent	205.	organized	255.	residence
156.	lawyer	206.	original	256.	resisted
157.	legitimate	207.	overt	257.	resistance
158.	length	208.	parallel	258.	repeated
159.	loitering	209.	parole	259.	restrained
160.	legible	210.	probation	260.	resuscitate
161.	lieutenant	211.	partial	261.	scene
162.	lewd	212.	participated	262.	scissors
163.	liable	213.	particularly	263.	secretary
164.	license	214.	peculiar	264.	sedative
165.	liquid	215.	pedestrian	265.	seizure
166.	liquor	216.	penis	266.	separate
167.	location	217.	performance	267.	sergeant
168.	loose	218.	perishable	268.	severed
169.	magazine	219.	permissible	269.	severely
170.	maintained	220.	persistent	270.	sheriff
171.	maintenance	221.	personnel	271.	shoulder
172.	maneuvered	222.	persuaded	272.	signature
173.	manufacturing	223.	physical	273.	significant
174.	marijuana or marihuana	224.	possibly	274.	similar
175.	meant	225.	preceded	275.	specific
176.	meaning	226.	preference	276.	specimen
177.	medicine	227.	pregnant	277.	stationary
178.	medication	228.	preparation	278.	stomach
179.	memorandum	229.	prepared	279.	straight
180.	mileage	230.	prescription	280.	subdued
181.	minimum	231.	presence	281.	succeed
182.	miscellaneous	232.	prevalent	282.	sufficient
183.	moisture	233.	previously	283.	suicide
184.	multiple	234.	pried	284.	suite
185.	municipal	235.	principal	285.	suspect
186.	murdered	236.	principle	286.	tenant
187.	mustache	237.	prisoner	287.	their
188.	narcotics	238.	privilege	288.	there
189.	noticeable	239.	probable	289.	they're
190.	nuisance	240.	proceeded	290.	thorough
191.	necessary	241.	procedure	291.	through
192.	neighborhood	242.	psychologist	292.	to
193.	notification	243.	pursuit	293.	too
194.	numerous	244.	pursued	294.	two
195.	occupation	245.	quarrel	295.	typical
196.	occurrence	246.	quantity	296.	unconscious
197.	occurs	247.	realized	297.	vertical
198.	occurred	248.	receipt	298.	victim
199.	omitted	249.	recipient	299.	violation
200.	obscene	250.	recognized	300.	visible

PARTS OF SPEECH

<u>Part of Speech</u>	<u>Use</u>	<u>Examples</u>
noun	names	man, corn, wealth, team
pronoun	takes the place of a noun	I, you, we, them, this, his, herself
adjective	modifies a noun or pronoun	large, red, two
verb	shows action or helps to make a statement	is, does, wanted, seems, have
adverb	modifies a verb, adjective, or another adverb	rapidly, well, too, somewhat
preposition	relates a noun or a pronoun to another word	into, below, of, from
conjunction	joins words or groups of words	and, but, or, for, after, as, until
interjection	shows strong feeling	ow!, wow!

WRITING STYLE

Essentials to good report writing:

1. Write in simple past tense.
2. Write in first person. "I"
3. Identify all people by name if known.
4. Use quotations when necessary to convey information.
5. Abbreviate only when necessary and only with standard abbreviations.
6. Use correct punctuation.
7. Capitalize where proper.
8. Spell out numbers that stand alone.
9. Report in chronological order.
10. Pay attention to details.
11. Report all results, including the negative.
12. Proofread for spelling and grammar.
13. Proofread again for content.
14. Include all elements of the crime for prosecution.
15. When in doubt, put it in the report of investigation.
16. Take responsibility for your report.

USE OF QUOTATIONS

Place the quotations marks, where appropriate, in the following sentences. Sentences may contain direct or indirect quotations.

1. I have a gun and will use it if necessary! said the masked robber.

2. Hold on said Pete I'm on my way.

3. The police officer told us to wait until the detectives arrived.

4. I stole the car because the keys were left in the ignition Jake blurted out.

5. The witness said he saw the red Ford drive over the fire hose.

6. The witness said the red Ford drove over the fire hose.
7. Officer Smith yelled stop!
8. Sgt. Plemmons asked us where we were going after work.
9. Sgt. Plemmons asked us where are you going?

10. WOW

INSTRUCTOR ANSWER SHEET USE OF QUOTATIONS

Place the quotations marks, where appropriate, in the following sentences. Sentences may contain direct or indirect quotations.

1. I have a gun and will use it if necessary! said the masked robber.
(“I have a gun and will use it if necessary!” said the masked robber.)
2. Hold on said Pete I’m on my way.
(“Hold on,” said Pete. “I’m on my way.”)
3. The police officer told us to wait until the detectives arrived.
(The police officer told us to wait until the detectives arrived.)
4. I stole the car because the keys were left in the ignition Jake blurted out.
(“I stole the car because the keys were left in the ignition,” Jake blurted out.)
5. The witness said he saw the red Ford drive over the fire hose.
(The witness said he saw the red Ford drive over the fire hose.)
6. The witness said the red Ford drove over the fire hose.
(The witness said, “The red Ford drove over the fire hose!”)
7. Officer Smith yelled stop!
(Officer Smith yelled, “Stop!”)
8. Sgt. Plemmons asked us where we were going after work.
(Sgt. Plemmons asked us where we were going after work.)
9. Sgt. Plemmons asked us where are you going?
(Sgt. Plemmons asked us, “Where are you going?”)
10. WOW
(“WOW!”)

USE OF PUNCTUATION

Place the appropriate punctuation in the following sentences.

1. Sam Smith the company foreman was taken to the hospital by ambulance after being injured by the fork lift

2. Matthew Mark Luke and John are all named in the Bible

3. Judge Barber the Municipal court Judge required bond to be posted for domestic violence and temporary protection order violations

4. The second and third shift were required to report for duty 2 hours early for a special assignment

5. The Dodge Charger suffered heavy damage from the motor vehicle crash

6. Do you understand
7. Officer Bates ordered three cheeseburgers two fish sandwiches and a large coke for dinner
8. The tall thin man with a mustache walked quickly and silently down the street
9. John Edwards was hired as a police officer on January 13 1997 for the Cleveland Ohio Police Department

INSTRUCTOR ANSWER SHEET USE OF PUNCTUATION

Place the appropriate punctuation in the following sentences.

1. Sam Smith the company foreman was taken to the hospital by ambulance after being injured by the fork lift

(Sam Smith, the company foreman, was taken to the hospital by ambulance after being injured by the fork lift.)

2. Matthew Mark Luke and John are all named in the Bible

(Matthew, Mark, Luke and John are all named in the Bible.)

3. Judge Barber the Municipal court Judge required bond to be posted for domestic violence and temporary protection order violations

(Judge Barber, the Municipal court Judge, required bond to be posted for domestic violence and temporary protection order violations.)

4. The second and third shift were required to report for duty 2 hours early for a special assignment

(The second and third shifts were required to report for duty 2 hours early for a special assignment.)

5. The Dodge Charger suffered heavy damage from the motor vehicle crash

(The Dodge Charger suffered heavy damage from the motor vehicle crash.)

6. Do you understand

(Do you understand?)

7. Officer Bates ordered three cheeseburgers two fish sandwiches and a large coke for dinner

(Officer Bates ordered three cheeseburgers, two fish sandwiches, and a large coke for dinner.)

8. The tall thin man with a mustache walked quickly and silently down the street

(The tall, thin man with a mustache, walked quickly and silently down the street.)

9. John Edwards was hired as a police officer on January 13 1997 for the Cleveland Ohio Police Department

(John Edwards was hired as a police officer on January 13, 1997, for the Cleveland Ohio Police Department.)

USE OF THE APOSTROPHE

Show ownership of the phrase by using an apostrophe. The words may have to be placed in a different order.

1. Chief Smallwoods schedules _____
2. weapons of the officer _____
3. uniform of the officer _____
4. name of the victim _____
5. liability of the supervisor _____
6. statements of the suspects _____
7. children of the officer _____

INSTRUCTOR ANSWER SHEET USE OF THE APOSTROPHE

Show ownership of the phrase by using an apostrophe. The words may have to be placed in a different order.

- | | | |
|----|-----------------------------|--|
| 1. | Chief Smallwoods schedules | Chief Smallwood's schedules |
| 2. | weapons of the officer | the officer's weapons |
| 3. | uniform of the officer | officer's uniform |
| 4. | name of the victim | the victim's name |
| 5. | liability of the supervisor | the supervisor's liability |
| 6. | statements of the suspects | the suspects' statements (note plural possessive) |
| 7. | children of the officer | the officer's children |

WRITING CLEARLY

Re-state the following examples in as clear and direct a fashion as you can. Don't change the basic meaning; just sharpen the language.

1. Every morning and every afternoon, the duty officer allows inmates a brief rest period for the purpose of refreshment.
2. The automobile's maximum speed capacity is reached when the speedometer registers 120 mph.
3. The opinion expressed by the majority of the officers indicated that approval of the union contractual agreement would not be forthcoming.
4. The film is lacking in those pleasurable qualities that would induce high box-office receipts.

5. Your basic attitudes indicate that separation is indeed the only viable solution to the present difficulty of your situation vis-a-vis employment.
6. Officer Johnson's elevation to a high level of responsibility was accorded with widespread approval.
7. Noxious and troublesome undomesticated growth cluttered the fenced area immediately behind the domicile.
8. The pastry-enclosed fruit was kept so long in contact with a high oven temperature that a charred effect resulted.

STUDENT COPY**INVESTIGATION REPORT OF CELL FIRE**

REPORT # 1

Superintendent Holland:

Per your instructions, I have investigated the fire in Ryan's cell with Lt. Right. I can tell you now, that the T.V. set was definitely not the cause of the fire. We looked over the entire cell area carefully and found no evidence that the T.V. set was involved in any way, in causing the fire. We also had Mr. Cardinal take a look at the T.V. set and he concurs. Furthermore, we found a burned area and a cigarette butt on the shelf below the T.V. and some burned paper which looks to be the remains of several empty Camel packs. The fire looks like it was set intentionally by Ryan and it is my opinion that he should be placed in administrative segregation pending the outcome of this investigation.

I looked up his record and found that he was brought up on disciplinary charges by C.O. Winters for a similar offense on May 12, 1989. He received ten days punitive segregation after being found guilty.

Keller said that the fire broke out soon after Ryan went to work, which was about 7:50 a.m. and no other inmates were in the cell between the time Ryan left and the time the fire broke out. Keller heard the explosion too, but Mr. Cardinal said that it probably occurred after the fire broke out, and not before. After our investigation was completed we had Keller deadlock the cell and, instructed him that no one was to enter it without first contacting the Captain's office. We also sent a memo to all supervisors on all shifts, alerting them of this and asking them to maintain the deadlock until they received clearance from you.

RESPECTFULLY SUBMITTED:

(signed)

STUDENT COPY**INVESTIGATION REPORT OF CELL FIRE****REPORT # 2****Superintend Holland:**

According to your instructions, I co-investigated the fire in Ryan's (# 62005) cell with Lt. Wright. I understand that your basic concern was to determine whether or not the T.V. set in the cell (21 cell, first floor in G-building) was the cause of the fire. Here, then, are our findings.

The fire apparently broke out yesterday morning, May 20, 1990 between 7:50 and 7:55 a.m. Correcitonal Officer Keller was on duty on the first floor of G-building at the time. He stated that Inmate Ryan left the cell for work-call at approximately 7:50 a.m. and that he (Keller) heard an explosion within five minutes of that time. Officer Keller responded to the fire, noting that the cell door was locked and there were no other people in the area at the time.

Upon investigating we found the cell to contain the wooden table stand involved in the fire with a T.V. on top and a single shelf with some items underneath. The cell also contained a foot-locker, chair, bedding and Inmate Ryan's person items, but these were not involved in the fire.

Investigation of the stand disclosed that no part of the stand itself burned more than two inches below the lower shelf. The top of the lower shelf of the stand was completely charred over $\frac{3}{4}$ of the total area. The shelf contained the remains of a cigarette and, at least, four empty Camel packages.

The end of the cigarette was resting in the center of the remains of the cigarette packages. The T.V. set was sitting on the top shelf of the stand. The plastic case was melted and charred over approximately 30% of its area. The bottom of the set was neither disfigured nor charred and neither was the top of the stand. These findings seem to indicate that the fire originated on the bottom shelf and traveled upward. The T.V. set was unplugged when the investigation took place, Officer Keller reported unplugging it immediately after extinguishing the blaze.

Mr. Cardinal, the electronics supervisor, investigated the electronics and reported that the 5A fuse for the outlet, into which the set was plugged, was still intact, as well as a 1/2A fuse inside the T.V. Set itself. He also said that the components inside the set were sooted but showed no signs of burning. His findings indicated to him that the T.V. set was not the cause of the fire. He also explained that a large crack in the picture tube was probably caused by the heat of the fire and most likely produced the explosion heard by Officer Keller.

In summary, our findings indicate that the T.V. set in the cell at the time of the fire was not the cause. Furthermore, the fire did not appear to be the work of another inmate, although the cause of the blaze appears to be suspicious and I recommend that this incident be investigated further.

APPROVED 9/6/00

After our investigation was completed, Lt. Wright and I had Officer Keller deadlock the cell and instructed him to allow no one to enter it without first contacting the Captain's office. Lt. Wright and I also sent a memo to all supervisors on all shifts altering them to maintain the deadlock until they received clearance from you.

RESPECTFULLY SUBMITTED:

(signed)

STUDENT COPY**INSTRUCTOR REPORT CRITIQUE SHEET**

RE: INVESTIGATION OF CELL FIRE – REPORT # 1

I. Briefly answer the following questions:

1. What happened? _____

2. When did the incident occur? _____

3. Where did the incident occur? _____

4. How did it happen? _____

5. Who was involved? _____

6. Why did it happen?

7. What action was taken?

STUDENT COPY

II. On the scale below, circle the appropriate number in terms of how you rate the report overall.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Inadequate</u>
Complete	5	4	3	2	1
Concise	5	4	3	2	1
Clear	5	4	3	2	1
Correct	5	4	3	2	1
Courteous	5	4	3	2	1

REPORT CRITIQUED BY: _____

INSTRUCTOR COPY**INVESTIGATION REPORT OF CELL FIRE**

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(signed)

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RESPECTFULLY SUBMITTED:

(signed)

INSTRUCTOR COPY**INSTRUCTOR REPORT CRITIQUE SHEET**

RE: INVESTIGATION OF CELL FIRE -- REPORT # 1

I. Briefly answer the following questions:

1. What happened? Fire in Inmate Ryan's cell involving a T.V. set, (par.1—sentence 1 & 2). No inmate number for Ryan.
2. When did the incident occur? "Soon" after 7:50 a.m. (par. 3—sentence 1). Not explicit enough.
3. Where did the incident occur? Ryan's cell, (par. 1, sentence 1) No cell number or location given.
4. How did it happen? Fire set intentionally, (par. 1). Not substantiated in report. Explosion (par. 3) not explained.
5. Who was involved? Ryan (alleged arsonist), Lt. Right (co-investigator), Mr. Cardinal and Keller, (not identified).
6. Why did it happen? No reason given.
7. What action was taken? Cell deadlocked by Keller and instructions given for approval only by Capt.'s office. Supervisors also notified.

INSTRUCTOR COPY

II. On the scale below, circle the appropriate number in terms of how you rate the report overall.

	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Inadequate</u>
Complete	5	4	3	2	1
Concise	5	4	3	2	1
Clear	5	4	3	2	1
Correct	5	4	3	2	1
Courteous	5	4	3	2	1

REPORT CRITIQUED BY: _____

TOPIC 2: REPORT WRITING

PRACTICE EXERCISE

1. **DEFINE THE TERM "REPORT".**

2. **STATE THE 6 REASONS WHY A WELL WRITTEN REPORT IS IMPORTANT.**

3. **STATE THE 5 REQUIREMENTS OF A WELL WRITTEN REPORT.**

4. **STATE THE 12 GUIDELINES FOR EFFECTIVE NOTE TAKING.**

TOPIC 2: REPORT WRITING

PRACTICE EXERCISE

5. DID THE STUDENT COVER THE FOLLOWING ITEMS AS THEY WERE TAUGHT IN CLASS?

NO	YES	
1. SPELL WORDS CORRECTLY?		
2. WRITE SENTENCES CLEARLY AND COMPLETELY?		
3. WRITE REPORT IN FIRST PERSON?		
4. WRITE IN PAST TENSE?		
5. IDENTIFY ALL PEOPLE BY NAME, IF KNOWN?		
6. USE QUOTATION MARKS CORRECTLY?		
7. PUNCTUATE SENTENCES CORRECTLY?		
8. CAPITALIZE WORDS WHEN NECESSARY?		
9. SPELL NUMBERS, IF USED?		
10. WRITE IN CHRONOLOGICAL ORDER?		
11. INCLUDE ALL DETAILS?		

SPO # 5

	YES	NO
DID THE STUDENT WRITE A REPORT FOLLOWING THE GUIDELINES TAUGHT IN CLASS?		

STUDENT NAME: _____

INSTRUCTOR: _____

DATE: _____

SCHOOL NAME: _____

SCHOOL NUMBER: _____