



Course Name: **CRIJ 3311 Crime Control and Prevention**
Summer 2024 Online Format (Asynchronous)
07/10/2024 – 08/05/2024

GENERAL COURSE INFORMATION

INSTRUCTOR: Angelique Nevarez Maes, PHD

OFFICE: Prospect Hall 209

EMAIL: anmaes@utep.edu

OFFICE HOURS: Virtual, by appointment via Zoom/Google Meet/In Person

<https://calendly.com/anmaes/office-hours-virtual-or-in-person> (to book appointment)

[Book time with Maes, Angelique N: Office hours \(Virtual\)](#) (Microsoft Bookings)

***When emailing me or any other professor, please use professional academic etiquette.**

Please do not address me using my first name (mainly because I don't know you like that yet), and please do not use short text.

Prerequisites: None

TEXTBOOK/MATERIALS:

Required

Hoover, Larry (2014) *Police Crime Control Strategies*

eBook- ISBN-13: 9780357699737

Paperback - ISBN-13: 9781133691624

Cengage Publications

*Supplemental Readings will be provided by the Instructor through Blackboard

COURSE DESCRIPTION

In this course, an examination of those activities undertaken by public and private organizations to control and prevent crime will be examined. Those programs which have been successful in reducing the amount of crime will be analyzed, as well as attempts which have been made at predicting and deterring criminal behavior. This course will examine crime trends as well as several strategies aimed at preventing and controlling crime, both within our criminal justice system and beyond. The course will provide a broad overview of both past and present policies adopted by the police, the courts, legislators, correctional agencies, and the community. In this course, students will read, discuss, and critically evaluate several policy topics.

COURSE OBJECTIVES

At the end of the semester, students should be able to:

- Explain the strategies used by the police, the courts, the correctional systems, and the community in various crime control efforts.
- Identify past and present efforts at crime control policy development.



- Describe and critically evaluate the justification and evidence for specific crime policies.
- Analyze how scientific information enters the criminal justice policy making process.
- Articulate a coherent and persuasive argument for various crime and public policy strategies based on empirical research.

EXPECTATIONS OF STUDENTS ENROLLED

- When emailing the instructor, or any other instructor, students are expected to utilize professional etiquette.
- Students are required to complete assigned readings and be prepared for assignments due as the semester progresses.
- Students are expected to be able to explain the readings in their own words and apply readings to real world situations.
- Students are responsible for checking their grades regularly and for checking email from the instructor or from their Buddies in the class.
- Students are expected to notify the professor of any discrepancies in the grade book as well as when they think they might be missing class. It is strongly advised to notify the professor of any discrepancies ASAP.

STUDENT CONDUCT

ONLINE CIVILITY, RESPECT AND TOLERANCE

Students should be made aware that part of the value of a university education is exposure to a wide range of different ideas, viewpoints, and types of people from various backgrounds. Many university courses involve content that might challenge deeply held beliefs of some students. As difficult as this may be, students are expected to be respectful during all online sessions and discussions. *The instructor will not allow incivilities or intolerance during online sessions.*

Students are expected to treat one another with respect. Students should understand that online class sessions are venues where they can express a diversity of viewpoints, and that those viewpoints must be expressed respectfully and involve no personal attacks. Students may challenge the views of others, but they must do so respectfully, present their arguments following scientific resources that rely on research, and have evidence supporting their view compared to evidence supporting other views. Any student that violates classroom civility will be asked to leave the online session and will not receive a grade for that day if need be.

COURSE COMMUNICATION

Students can communicate with the instructor in the following ways:

- Office Hours: Office hours are for student questions and comments about the course. For this course, Office hours are virtual. Students can request a virtual meeting via the Bookings or Calendly links above.
- Email: UTEP e-mail is the best way to contact the instructor for this course. The instructor for this course will respond to e-mails within at least 48 hours of receipt. When e-mailing the instructor, students must be sure to email from their UTEP student e-mail accounts. **Please put the course number in the subject line.** The body of e-mails



sent to the instructor should clearly state questions or concerns. Students must be sure to put their first and last name, and university identification number.

- Announcements: **Students must check the Blackboard announcements frequently for any updates, deadlines, or other important messages.**

METHOD OF COURSE EVALUATION

WEEKLY DISCUSSION BLOGS

The Weekly Discussion grade for this course will consist of students' participation in weekly blogs on Blackboard. Weekly Discussion Blogs challenge students to engage in materials while applying them to real-world settings. For this course, weekly discussion blogs will focus on asking questions about the content in relation to the different types of crime control strategies that this course covers.

Students must post a discussion question about the week's reading, video lecture, or supplemental reading on the blog for that week that showcases students understanding of the content. These questions must be based on the content of that week and be developed via Blooms Taxonomy of thinking (provided in Course Documents). Questions are meant to stimulate discussion among peers or can ask for clarification of a concept/idea. Students will post ONE (1) discussion question **AND** answer another student's discussion question to receive credit for that week. **Students MUST do both. Students must also respond to other student's questions with an academic response based on their knowledge of the reading, not nonacademic opinions.** This exercise is meant to build student's ability to respond to academic questions in an academic way that is based on citing their resources. Students must keep in mind the Classroom Civility Policies while posting their blogs. If students don't find a question from other students that they want to answer, they can answer the instructors' questions that have been posted for that week. They do not have to answer both the instructor's post and another student's post.

WEEKLY QUIZES

Quizzes will be due for this course on Friday (midnight) of each week and are designed to assess the student's knowledge of the chapters assigned. Quizzes will be made up of multiple-choice questions that are designed to determine the students' understanding of the courses' lecture videos, readings, guest lectures, and online blog discussions. Quizzes will cover that weeks' content only. Quizzes are not cumulative, and range between 25 and 35 questions.

What to do when students miss assignments: Students who miss an assignment must meet with the instructor about making up the test within 1 week. If the absence is anticipated, the student is strongly advised to email the instructor to make up the assignment as soon as possible. **The student has 1 week to attempt to contact and make up the missed assignment if unexcused**, otherwise the student will not be allowed to make up the exam and receive a C(70) for that assignment. If the absence is excused, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.



Application Assignments

Application assignments are meant to challenge students to work with the materials that have been assigned for the week. These assignments require students to critically think about a particular topic during a specific week and for students to write a brief response (No more than a paragraph, even less depending on the prompt). Students must respond to all questions in the assignment.

Paragraphs written by students should begin with a topic sentence and follow with supporting statements. It is important to keep paragraphs clear and concise, and that students choose at least one example that helps to make their point. Topic sentences should be very clear that this sentence is what this paragraph is about. Supporting sentences that follow should be related to the topic sentence. Topic sentences are main points that students are trying to make. If a new topic sentence is required, a new paragraph needs to begin.

Paragraphs should include citations if needed. Assessment will be based on the above criteria.

GRADING

All grades will be displayed online. Students will have access to their grades online, and are strongly encouraged to follow their grades throughout the semester. *Emails at the end of the semester from students who wish to “do something” about their grades is strongly discouraged.* Please email the professor when an anomaly has been discovered as the semester progresses, not at the end of the semester: students have a ONE (1) week time span to email the professor to discuss the grade that has been compromised (for example, the grade was not imputed, or the grade was not calculated correctly). After the ONE (1) week time period, the student will not be able to discuss grade changes with the professor. The instructor will not award grades in any other way besides the assignments for the course: please do not email the instructor about awarding points for the sake of getting a higher grade, or about extra credit opportunity at the end of the semester. If the student has a 69 average in the class, the instructor WILL NOT curve the grade to a passing one.

GRADE BREAKDOWN

Weekly Quizzes (50%)

Weekly Discussion Blogs (20%)

Weekly Applied Assignments (30%)

Grading Scale- 0%-100%

90%-100% = A

80%-89% = B

70%-79% = C

60%-69% = D

0%-59% = F



Please DO NOT follow any other grade system.

UTEP EDGE

This course is designed with the UTEP Edge in mind. Students will engage in creative activities during each class that involve critical thinking, applying knowledge to new situations, and solving complex problems. Students will leave this course confident in their knowledge of criminology, with enhanced communication skills, leadership and teamwork experience, and a greater global awareness regarding the problem of criminal behavior and how it is responded to by individuals, groups, and the larger society.

TECH POLICY

This course is completely online and will not meet synchronously via the Internet through the Blackboard learning management system. Students must ensure that their UTEP e-mail account is working and that they have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, students should update their browser, clear their cache, or try switching to another browser.

Students will need to have access to a computer/laptop and will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If students do not have word-processing software, they can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If students encounter technical difficulties, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

COLLEGE POLICIES

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.



Disability Assistance

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Academic Dishonesty

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict



Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

THE “BUDDY LIST” SYSTEM

Even though this course is completely online, this course requires that every student find at least three (3) students (preferably students with whom they are not familiar) to add to their “Buddy List” by the first week of class. This can be done in the specified Buddy Blog that is included in the Module for the first week of class. The “Buddy List” system is designed to help students communicate with one another about retrieving information on class sessions. Students are expected to contact their “buddies” about sharing notes and gathering information about the next class session. **It is the student’s responsibility to get notes from class sessions and keep up with the course schedule.** DO NOT email the professor about missed class notes. Students are allowed to have more than 3 buddies if they choose.

List of new buddies below:

Buddy #1 _____

Buddy #2 _____

Buddy #3 _____

Summer 2024 COURSE SCHEDULE THIS SCHEDULE IS SUBJECT TO CHANGE

Week Number	Topic/Readings	Assignments Due
Week 1 Week of July 10 th	- Review: Syllabus, introduction to course video,	Syllabus Quiz Due Quiz 1 on Chapter 1 and 2



	<p>lecture videos for chapters assigned</p> <ul style="list-style-type: none"> - READ: Ch 1- Police Crime Control Strategy Development - Chapter 2- the Police Effect on Crime - Supplemental Readings: None 	<p>Weekly Blog 1 on Ch 1 and 2</p> <p>Applied Assignment on CH1 and CH2</p>
<p>Week 2 Week of July 15th</p>	<ul style="list-style-type: none"> - Review: Lecture Videos, announcements - READ: Chapter 3- The Role of Community Policing - Chapter 4- Focusing on Comm Policing and Problem Solving on Crime Reduction - Supplemental Readings: None 	<p>Quiz 2 on Chapter 3 and 4</p> <p>Weekly Blog 2 on Ch 3 and 4</p> <p>Applied Assignment on CH3 and CH4</p>
<p>Week 3 Week of July 22nd</p>	<ul style="list-style-type: none"> - Review: Lecture Videos, announcements - READ: Ch's 6,7,8 - Supplemental Readings: None 	<p>Quiz 3 on Ch's 6,7,8</p> <p>Weekly Blog 3 on Ch's 6,7,8</p> <p>Applied Assignment on CH6, CH 7 and CH8</p>
<p>Week 4 Week of July 29th</p>	<ul style="list-style-type: none"> - Review: - READ: Ch's 9,11, 14 - Supplemental reading: None 	<p>Quiz 4 on Ch's 9,11, 14</p> <p>Weekly Blog 4 on Ch 9,11,14</p> <p>Applied Assignment on CH9, Ch11 and CH14</p>
<p>Week 5 Week of Aug 5th</p>	<ul style="list-style-type: none"> - Course ends July 8th 	



**Hey Student! Good job reviewing the whole syllabus! If you email me a cute picture/video of a BEACH, since it's summer, you will get 2 points of extra credit at the end of the semester. This is an exercise to see if y'all reviewed the whole syllabus. Put in the email subject line "Extra Credit CRIJ 3311" for your extra credit points, and make sure the picture/video is super cute. **