CRIJ3313 (CRN 22396) - Criminology
Spring 2026 – Online

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Adjunct Instructor of Criminal Justice

Virtual Office Hours: Contact me at basims@utep.edu to arrange an appointment in Zoom. I can be flexible when it comes to days and times that will work for students. Please use virtual office hours to discuss any problems you may be experiencing in the course when it comes to course materials or assignments.

Class begins January 20, 2026.

Class ends March 16, 2026.

CATALOG COURSE DESCRIPTION: This course surveys historical perspectives on crime, contemporary criminological theory, penological theory, current trends in crime, and critical thought on current justice practices and procedures. Particular emphasis is given to the development and application of theory in regard to different types of crimes, "crime waves," and appropriate penal policy.

LEARNING OBJECTIVES: At the end of this course, students should be able to:

- Demonstrate a functional understanding of the nature and importance of criminological theory to the field of criminal justice.
- Define and apply the major concepts and terms of various criminological theories to the development of criminal justice public policy.
- Explain the complexity associated with the intersectionality of race/ethnicity, gender, and crime.
- Analyze studies exploring the presence or absence of scientific support for particular criminological theories.

Required textbook: Siegel, Larry J., *Criminology: The Core*, 7th Edition, NY: Cengage Learning (2019).

ONLINE COURSE OVERVIEW: Online courses provide students with flexibility to work and study at times that fit each person's schedule during the day or night, and not to have to attend class face-to-face (F2F). However, all students must meet weekly course deadlines. In this course, you will see learning modules that open on Monday mornings and close on Sunday nights at midnight (MST).

The course requires that students engage with the course material across each week and should expect to be engaged online at least three times EVERY WEEK. Please set aside some time sufficient to complete the assigned readings, review the PPT slides or any other posted course material, and complete posted assignments. Remember, each learning module will close and

disappear Sundays at 11:59 p.m. Mountain Time. If you get behind or miss some components, you will NOT be able to go back and finish later/make up the discussion questions, module content, or tests.

GRADED ASSIGNMENTS:

Discussions Boards - **Discussions Boards** - In the weeks where a discussion board is assigned, that space will open each Monday morning and close the following Sunday at midnight. There is a grading rubric associated with this assignment uploaded in Bb. Please review the rubric carefully and become acquainted with the stated criteria.

Weekly Quizzes – These are 20-point quizzes related to assigned chapters and PPT slides posted in any given learning module. Each quiz will consist of multiple choice and true/false questions. They are open book/notes quizzes and will be timed.

Exams – Each exam will consist of both objective test items (multiple choice, true/false, matching) and subjective questions (short answers and/or essays). The exam will take place during the learning module posted on the course syllabus and in Bb. These are open book/notes exams and will be timed. Please pay close attention to the guidelines and expectations about the exam that will be posted during the learning module (see Bb) associated with the exam

Review of peer reviewed journal article - This is a 500-word summary of a peer-reviewed journal article that is associated with the test of a theory of crime or delinquency. Please refer to the guidelines for this assignment that are posted in Bb and pay attention to course announcements with reminders about this assignment and the grading criteria. Read carefully the grading rubric for this assignment, also posted in Bb.

Class Participation - Unlike a traditional, instructor-led course, this course does not require students to show up to class at a specific time. Instead, they must make a consistent effort to actively participate in the online learning environment. The Federal Government's Department of Education requires a certain amount of activity on the part of students in the classroom environment. This rule applies to both residential and online courses. Merely signing into Blackboard, for example, does not reach the level of sufficient "class time" for Federal reporting purposes. Here is a list of activities that do count and that will be used when determining how many of the possible points associated with class participation/attendance will be awarded to each student:

- Submitting an assignment (reflection paper; quiz, or some other type of focused assignment);
- Completing a mandated activity (e.g., problem-based exercises, team-building exercises, etc.);
- Taking an exam;
- Participating in online discussion boards; and,
- Initiating contact with an instructor for clarifying any part of the course content.

Summary of Graded Assignments:

Discussion boards	5 @ 20 points each	100 points
Chapter Quizzes	5 @ 20 points each	100 points
Exams	2 @ 100 points each	200 points
Review of peer-reviewed article		80 points
Class participation		20 points
	Total points	500 points

Extra credit work: There is one opportunity for extra credit points and that is for completing the end-of-the-semester online course evaluation. If at least 70% of the students in the class complete the Course Evaluation which becomes available near the end of the semester, then all students will receive five extra credit points. To let you know how this works, you will receive email reminders about evaluating the course at least twice from UTEP in your miners.utep.edu email account. If you don't receive these emails, then contact UTEP's HelpDesk. After the course evaluation period is over, I will receive an email from UTEP stating what percentage of students in the class completed the course evaluation. If this figure is at or above 70% then all students in the class will receive the extra credit points.

Make-Up Policy: No missed assignment can be accepted unless due to some unforeseen and dire circumstance as determined by me. If a student is allowed to turn in an assignment beyond the due date, he/she can expect to see a grade reduction for that assignment. Please contact me immediately if you know in advance that you will not be able to meet a deadline or reach out as soon as you can following a missed deadline, preferably within a 24- to 48-hour window.

UTEP COURSE DROP POLICY: If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student's responsibility to determine how dropping courses might affect financial aid. Students are limited to dropping no more than six courses over their entire academic career of all courses taken at any public college or University in Texas.

Here is some additional information about UTEP's policy:

1. For students who drop a course before the official census date, the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
2. Dropping a course after the official census date, but before the course drop date will generate a "W" in the course. Although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6-course drop limit.
3. If the course is dropped after the course drop date, or if the student just stops participating, taking texts, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
4. UTEP also allows instructors to administratively drop any student because of too many times the student fails to submit assignments,

discussion questions, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6-course drop limit.

TECHNOLOGICAL PROBLEMS/QUESTIONS: For all technological, hardware, software problems, lost files, and/or questions with Blackboard, as well as difficulties you are having during an exam, contact **Technology Support Help Desk 24 hours a day, 7 days a week**. Tech support is set up to specifically address technical questions and problems about Blackboard. Professors are not technical support staff.

Phone: 915.747.4357 or toll free: 1-877-382-0491
Email: helpdesk@utep.edu http://admin.utep.edu/Default.aspx?tabid=74092
In person meeting: UTEP Library, Room 300

Check Your Technology

1. Computer with a reliable internet connection. Mobile devices are not reliable to access exams and use the discussion board.

2. Blackboard (BB) Learning Management System. The entire course is run through UTEP's BB system, so students must activate and use their BB accounts regularly. Always log in using your UTEP name and password, and never as a "guest". (The guest option will kick you out after 15-20 minutes, which is problematic when taking a test because you will not be able to finish your test). All students are responsible for regularly logging in and checking for posted announcements, submitting assignments, participating in discussion boards, and taking tests through BB. Contact UTEP tech support for any questions or concerns regarding navigating in BB or learning how to do something in BB.

3. Browser Information (*See the left side of the menu on the main BB page for hardware, software, and browser checks)* **Firefox** seems to consistently work the best, but other supported Browsers include Chrome, Safari, and Internet Explorer. Be sure to "Allow pop-ups" for Blackboard Clear your browser cache.

4. Verify that you have the most updated version of "Java" http://java.com.
5. Additional Software you may be Using All word documents should be saved with a "docx" extension identifying it as a Microsoft Word file or compatible with MS Word, Windows Media Player, Quick Time, Adobe Reader, Adobe Flash Player.

CENTER FOR ACCOMMODATIONS AND SUPPORT SERVICES (CASS): 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is

determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

ACADEMIC DISHONESTY: Academic dishonesty includes cheating on an exam/not taking the test yourself, turning in someone else's assignment from a previous class, and/or plagiarism. Plagiarism is defined as one or more of the following: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators." I take cases of alleged academic dishonesty seriously. For students who are found to have engaged in any form of academic dishonesty can expect their case to be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned until the case is resolved. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University.

Copy/paste plagiarism: One of the more widespread problems we see when it comes to breeches in academic integrity is copy/paste plagiarism. Often referred to as Mosaic plagiarism, this occurs when a student borrows phrases from a source without using quotation marks or finds synonyms for the author's language while keeping to the same general structure and meaning of the original. Paraphrasing the work of another person (i.e., scholarly sources) is an art form and must be approached with caution. Please refer to a document on Bb under the Start Here tab that illustrates what is, and what is not, appropriate paraphrasing. In my estimation, based on about 30 years of classroom teaching, students get themselves in trouble when they procrastinate and find themselves in a crunch for time. Or they question their own writing ability and are tempted to just type verbatim lines from a source. Even if the source is cited, that is still plagiarism as the student did not "write" anything; rather, he/she merely lifted the writing of another person. Struggle with your writing; flex that muscle and it will get stronger. Seek me out for advance reviews of any assignment that requires the use of source material. Read again the document on Bb and learn to appropriately paraphrase your sources.

COMMUNICATION: I will make every attempt to grade student work within one week's time and to respond to student emails within 24 hours. Please stay in contact with me if you find that you are failing to make progress in this course or do not understand guidelines for any graded assignment. We can set up a Zoom meeting to discuss the matter. When you email me, you MUST use your UTEP email account or risk not receiving a response from me.

Please review the "How to Write a Professional Email" document that is posted in Bb. Although this is an upper-level course and it is expected that you do, in fact, write professional emails, it never hurts to make sure we are all on the same page about the matter. I get busy sometimes and it is tempting to write an email in a more relaxed fashion. This is especially true when I am

away from a computer and attempting to respond via my cell phone. I will, however, make every effort to ensure that all email communications I send out adhere to professional standards and ask that you do as well. This skill will serve you well in the world of work and/or in graduate or law school.

DIVERSITY STATEMENT: Your experience in this course is important to me and I am committed to an inclusive learning environment. All members of our community should enjoy an environment free from any form of harassment, discrimination, or sexual misconduct. We acknowledge that our intellectual community is enriched when we embrace diversity along many dimensions, including race, ethnicity, gender and gender identity, sexuality, religion, and class. I encourage each of you to engage in what may be difficult and uncomfortable conversations with respect for your classmates and for me.

Course Calendar*

Week I: January 20 – January 25

Chapter 1: Crime and Criminology and Chapter 4: Rational Choice Theory

- Read Chapters 1 and 4.
- Review PPT slides for both chapters.
- Complete the quiz.
- Participate in the discussion board.

Week II: January 26 – February 1

Chapter 5: Trait Theory

- Read Chapter 5.
- Review PPT slides.
- Complete the quiz.
- Participate in the discussion board.

Week III: February 2 – February 8

Chapter 6: Social Structure Theory

- Read Chapter 6.
- Review PPT slides.
- Complete the quiz.
- Participate in the discussion board.

Week IV: February 9 – February 15

Complete Exam 1 on Chapters 1, 4, 5, and 6 prior to Wednesday, February 11th, midnight.

After completing Exam 1, complete these tasks:

Read Chapter 7: Social Process Theory
Review the PPT slides.
Participate in the discussion board.

Week V: February 16 – February 22

Chapter 8: Social Conflict, Critical Criminology, and Restorative Justice

- Read Chapter 8.
- Review PPT slides.
- Complete the quiz.

Week VI: February 23 – March 1

Chapter 9: Developmental Theories and Chapter 10: Violent Crime

- Read Chapters 9 and 10.
- Review PPT slides for both chapters.
- Participate in the discussion board.
- Complete the quiz.

Week VII: March 2 - March 8

Chapter 13: Public Order Crimes

- Read Chapter 13.
- Review PPT slides.
- **Submit the review of the peer-reviewed journal no later than Sunday, March 8th, midnight.**

Week VIII: March 9 – March 15

- **Complete Exam 2 on Chapters 7, 8, 9, 10, and 13 no later than Sunday, March 15th, midnight.**

Please note that this course calendar is subject to change due to unforeseen circumstances.