

Syllabus

Criminology

Course Syllabus

This class will be conducted online and regular use of a computer will be required

Instructors:

Nicholas Emerick, MA, Lecturer

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This course will cover causes, effects, and social responses to crime through an interdisciplinary perspective. This course will consist of online lessons, graded small group discussions, and individual assessments. The assigned readings are critical for a student's success in this class. Students are expected to complete the reading prior to the assigned class period. This will allow the student to reflect and relate to the material and be prepared to engage in a high-quality class discussion. These criminology topics that may relate to local through national scales and students are encouraged to pay attention to current events and share any observations with classmates during discussions to enhance the experience.

Course Goals

- Increase the students understanding of a variety of criminology topics.
- Be able to objectively analyze, discuss, and debate topics that are imbued with strong political, moral, and emotional undertones.
- Develop a paradigm and skills that allows for a critical assessment of how crime is understood in our society.
- Understand and assess different theories/philosophies of crime, the criminal justice system, and crime prevention.
- Explore the challenges of researching crime and the criminal justice system.

Required texts

Steven E. Barkan's Criminology: A Sociological Understanding 6th Ed.

Grading

A ≥ 90%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F ≤ 59.9%

3 Exams (100 points each): 300

1 Essay (100 Points): 100

13 Quizzes (10 points each): 130

7 Group Posts (15 points each): 105

7 Discussion Participation (15 points each): 105

Syllabus Quiz (10 points): 10

Total Points: 750

Exams and Quizzes

These assessments will be the one of the primary means of evaluating students' progress through this course. Exams are scheduled Fridays at the completion of each major section for this course and there are usually two quizzes a week. These will be composed of multiple choice and short essay questions based on the assigned reading material. No exams or quizzes will be cumulative. Since I cannot verify that students will not use their texts, all students may use their texts. To offset this, all assessments will have a computer enforced

time limit. If you are prepared, you will know most of the answers and spend less time looking them up. To take these exams and quizzes, be sure you have a reliable connection to the internet and you will have a period of time where you are reasonably free of distractions. If there is a foreseeable conflict of schedule please tell the instructor as soon as possible to schedule an alternative exam time.

Essay:

Students will write one 4-5 page essays (plus a bibliography page) answering questions assigned at least 2 weeks before the due date (listed in Course Schedule). Essay questions will relate to material covered in class and in the assigned readings. They will require you to synthesize what you have learned and make connections between ideas. You must cite your sources in text, have a bibliography, and number your pages. Essays must be typed in 11-point font and double-spaced. Essays must be turned in by the day they are due. Turn in essays early rather than late, if you know you will be unavailable the day it is due. Plagiarism will not be tolerated; any indication that you are submitting someone else's work or that you are adopting statements or ideas of another person without appropriate acknowledgement will have serious repercussions (see statement on Academic Honesty below). You should cite your sources in APA style. See the "APA Citation Guide" posted on Blackboard for information on how to cite correctly. Late essays will be docked 10 points per day that they are late.

Discussion Participation and Guidelines:

Each student is required to participate in online discussion as part of a (5-7) student group. Each lesson will require each student to write at least 300 words in response to a set of questions. Questions will be provided by the instructor. Each student will then be required to reply to the entries of each of the other students in their group (including at least one extended comment of about 50 words). Brief communications following the replies will often be appropriate. After members of your group have posted individual responses to the discussion question(s) and have replied to each others' postings, your group will collaborate in writing one response to the discussion question(s). In your group posting, you will incorporate what you have collectively learned in your reading and discussion. For each discussion, every student will receive a grade based on two forms of evaluation:

1. Through evaluation of your contribution to discussion (participation), and
2. Through the instructor's evaluation of your group's posting (see Course Grades and Policies below). Deadlines for discussion postings are listed in the Course Schedule. Please note that there are two deadlines per week: one for individual responses to the questions ("Discussion Question Due") and one for the posting of group responses

("Group Posting). Discussion items posted after the due date/time will not be graded (students will not receive credit). Please plan your work time carefully.

Discussion postings must be in English to ensure mutual communication among participants. Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter, clearer, messages than longer ones written in a stream-of-consciousness manner.

Here are some guidelines to facilitate your discussion activities:

1. Be respectful of other's ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
2. Avoid posting simple two or three word statements such as "I agree" or "Good point". If you think someone has made an especially strong point and you want to say so, then explain why by adding a few sentences describing your response or adding to the original point.
3. A discussion posting that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
 - a. **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - b. **Analysis:** Discusses relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identifies hidden assumptions or fallacies in reasoning.
 - c. **Elaboration:** Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - d. **Application:** Provides examples of how principles or concepts can be applied to actual classroom situations, or discuss the implications of theory for practice.
 - e. **Synthesis:** Integrates multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - f. **Evaluation:** Assesses the accuracy, reasonableness, or quality of ideas.

Criteria for Grading Discussions:

Each discussion activity is worth 30 points. For each discussion, students will receive a grade based on two forms of evaluation:

1. Evaluation of your contribution to discussion (15 points), and
2. The instructor's evaluation of your group discussion posting (15 points).

1. For each group discussion activity, you will be evaluated on your contributions. Within the Review Rubric you will be evaluated on your contribution to the discussion activity completed that week. Evaluations will be based on the following criteria:

- Does the student clearly and effectively communicate content?
- Does the student actively propose ideas and initiate actions?
- Does the student willingly take on responsibilities?
- Does the student show respect for differences of opinions and willingness to make compromises?
- Does the student acknowledge the work of others by providing positive feedback?
- Does the student communicate in a friendly tone?
- Does the student contribute high quality work?
- Does the student complete work on time?

2. Group discussion postings will focus on your ideas about the readings and other activities. Discussion postings will be evaluated according to the following criteria:

- Does the commentary show evidence of having closely read the material?
- Does the commentary show evidence of thinking about the reading beyond just summarizing it? (This may include extension to new circumstances/other readings, contradictory evidence, internal (in)consistency, and analyses of assumptions.)
- Does the commentary include relevant evidence to support the points made?

Each group discussion posting is worth 15 points as follows: 13-15 points are given for extensive, knowledgeable, and thoughtful discussion; 12 points for capable knowledge with less evidence of critical or deep thinking; 11 points for mostly correct, but incomplete, knowledge, partial mistakes, or incompletely thought-out discussion; 9-10 points for minimally correct and involved discussion; and zero points for completely unprepared discussion or no discussion.

Important: If you do not complete your own individual discussion postings (both the initial response and replies to other group members' postings), you will receive no credit for your group's discussion posting from the instructor.

Electronic Communication Guidelines:

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette .

Student Responsibilities / Course Policies:

Blackboard Course Internet Site:

This class has a Blackboard shell that you can access through your my.utep.edu portal. All emails to the professor and other students in the class should be sent through the Blackboard. This email is different than your UTEP email. As a requirement of this course, you must regularly check your Blackboard email (specifically, for this class). That is where I will send all class announcements and personal messages to students. This is also where Discussion Question assignments, Essays assignments, and Short Reaction Essay assignments will be posted. ****Important**** I ask that you email me only through Blackboard for course-related concerns. Please only use my alternative email if blackboard is not working and there is some form of emergency.

Late and Missing Work:

I will only allow Discussion Question Responses to be made up and turned in late in the event of a documented medical or family emergency. If you do encounter an emergency, inform me as soon as possible. Documentation can include a note from a physician, a hospital admittance slip, or correspondence from an academic advisor, or the Dean of Students. As this is an online class with a set schedule, if there is a foreseeable reason you will be unavailable the day something is due, it is your responsibility to complete and submit the material prior to the scheduled due date.

I will allow students to take exams (not quizzes) late, but there will be a 10% penalty for each day the exam is late. The computer locks all assessments once the deadline has passed. To take an exam late you must email the instructor so that I can make the exam available via password and document how late the exam was taken.

Academic Honesty

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 person as one's own. And collusion involves collaborating with another person to commit any academically dishonest act. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please touch base with me personally over email in the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center For Accommodations And Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Disabled Student Services Office can also be reached in the following ways:

Web : <https://www.utep.edu/student-affairs/cass/>

Tel. : 747-5148 voice or TTY

Email : cass@utep.edu

Attendance and Policies on Late Assignments:

Attendance in an online course consists of prompt fulfillment of all class activities. Students are responsible for reading all assignments in the time frame indicated and completing all activities (discussions, papers) within the announced time span. Exceptions will be made only for documented medical emergencies.

While the course will be largely conducted in an asynchronous mode (students can participate and submit work from anywhere at any hour of the day), it is not a self-paced course. The Course Calendar will be strictly adhered to, both in the activities for each unit and in the submission of work. Students are responsible for reading all instructions and assignments carefully, and for paying special attention to due dates.

All deadlines are on the Course Calendar. The Syllabus Quiz, Discussion Questions, and Quizzes cannot be completed after the due dates. As for other activities, late assignments will be penalized 10% of the total possible points for each day late.

Help with Writing:

The University Writing Center (UWC) (Library Building, 2nd [ground] floor, Room 227 [adjacent to the Collaborative Learning Center], Tel. (915) 747-5112) provides walk-in assistance with writing to all UTEP students at no cost. If you struggle with writing, the tutors at the UWC can help you! Check the website - <https://www.utep.edu/uwc/>

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