

Fayetteville State University
College of Arts and Sciences
Criminal Justice
CRJC 355; Crime Prevention: Theory and Practice
Spring 2011

I. Locator Information:

Instructor: Dr. Angela P. Taylor, Assistant Professor

Course # and Name: CRJC 355 D1; Crime Prevention:
Theory and Practice

Semester Credit Hours: 3

Day and Time Class Meets: Online

Class Location: Online

Total Contact Hours for Class: 40

Email address: ataylo14@uncfsu.edu

Office Location: Lauretta J. Taylor, Room 324

Office Hours: T&TH: 10:00 am. to 11:30 am.

T&TH: 4:00 pm. to 6:00 pm

W: 11:00 am to 12 noon

Office Phone: (910) 672-2275

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. Course Description:

This course examines crime prevention in theory and in practice. This survey course will review theories of crime and justice with specific implications for efforts to prevent crime. Students will trace the evolution of crime prevention efforts. Most importantly, the course will review crime prevention strategies, ranging from those designed to protect the individual to those designed to protect society at large. A particular focus will be placed on techniques linked to the environmental criminology and situational crime prevention perspectives.

Prerequisite: CRJC 200

III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Textbook:

The following book is required for this course:

Lab, S. P. (2010). *Crime Prevention: Approaches, Practices and Evaluations (7th ed)*. Cincinnati, Ohio: Anderson Publishing.

Additional readings may be assigned based on instructor assessment of class's progress.

V. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Define and explain crime prevention, as an idea and as a practice
- Define, discuss and explain the three board categories of crime prevention.
- Know and explain how theories of crime and justice provide the foundation for particular methods of crime prevention
- Describe and understand the importance of evaluation in judging the success of crime prevention techniques.
- Describe key policies related to the prevention and control of various types of crime
- Differentiate between crime prevention techniques pitched at different levels (individual, household, business, neighborhood, community)
- Review case studies of key efforts illustrating situational crime prevention techniques



“Reading [really] is fundamental.”

In conjunction with Fayetteville State University’s Reading Across the Curriculum program, this course is a reading-centered course geared towards improving students’ reading, reading comprehension and literacy skills and will thereby incorporate various proven reading strategies in helping to accomplish these learning goals.

VI. Course Requirements and Evaluation Criteria

a. Grading Scale

Students can earn up to 900 points for their course grade. Please see the scale below linking the specific letter grade associated with a given point range.

A = 900 to 810	A = Exceptionally High
B = 809 to 720	B = Good
C = 719 to 630	C = Satisfactory
D = 629 to 540	D = Marginally Passing
F = 539 to 0	F = Failing

b. Attendance Requirements

Attendance will be recorded for all classes. Since active participation is an important component of the class, attendance is very strongly encouraged. It will be impossible to get a good grade in this class if you don’t show up. Additionally, there will occasionally be in-class assignments where students are required to be present to receive course credit.

The instructor will assign interim grades of X (No-Show) and EA (Excessive Absences) as soon as warranted by the student’s attendance. Interim grades serve as warnings to students that they are at risk of failing or performing poorly due to nonattendance.

A student will receive an interim grade of X if he/she does not attend class during the first week of the semester/term. In an online course, failure to post during the first week of class will result in an interim grade of X.

A student will receive an interim grade of EA if his/her absences exceed ten percent of the total course contact hours. With an on-campus class, this amounts to more than four 50 minute class periods. . In an online course, missing more than one discussion board forum will result in an interim grade of EA.

The student is responsible for monitoring interim grades and taking actions in response to their grade. Interim grades are not permanent and have no effect on a student's earned hours or final grade point average. Failure to take actions in response to an interim grade can result in a final grade of F for the course.

If a student is on the class roster but never attends the class, that is, never posts, and does not officially withdraw from the course, the student will receive a FN (Failure Due To Non-Attendance) for the course. An FN is equivalent to an F grade in the calculation of the GPA.

Faculty will not withdraw students for non-attendance. WN – Withdrawal due to Non-Attendance – has been discontinued effective August 16, 2007.

When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion. If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid. STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

c. Graded Assignments

Grades for this class will be based on student performance on the activities described below.

Discussion Board Forums

Online discussion, using the discussion board format, will be an important part of this course. A discussion board forum, consisting of one or more questions, will be posted for each week of the semester, unless otherwise stated. The forum will consist of one or more questions for students to answer.

There will be 13 topical discussion board forums and one introduction forum administered during the semester. All students must post a response to an initial discussion question(s) posted by the instructor (aka "the initial post") and must reply to at least two (2) posts by fellow students (aka "response posts") by its closing time. Therefore, each student must contribute at least THREE posts to each discussion question.

- **POSTING THREE TIMES IS THE MINIMUM REQUIREMENT.** Even if the one or two posts you do provide are excellent, if you do not provide three posts that meet course requirements during the week for a discussion topic, you can receive a zero for that discussion board.
- **GENERALLY SPEAKING, MEETING THE MINIMUM POSTING REQUIREMENTS DOES NOT GUARANTEE EITHER PASSING GRADES OR HIGH MARKS FOR THAT WEEK'S DISCUSSION QUESTION.** Participating in a discussion board is not like punching a time clock. You are expected to thoughtfully and completely contribute to an ongoing exploration of the issues introduced in the class. Postings that are skimpy on thoughtful content (e.g., variations of "Good point, Keith") or which demonstrate superficial engagement with the class (four posts made over a time span of a few hours) will not receive good scores.

- Except for the introduction and first discussion board forums, all discussion board questions will be provided on early Monday morning by 12:05 a.m. Students will have until the following Sunday night (11:55 p.m.) to engage in the discussion of the week's topics.

Unless otherwise noted, each discussion board forum will be worth 10 points. The score you receive will be based on both the quantity and quality of your contributions. Grading will be based on various criteria: 1) whether you follow instructions (chiefly, to submit one post and make substantive responses to three others); 2) the quality of your commentary and 3) your presentation (grammar, spelling). I will especially pay attention to whether your contribution demonstrates responsiveness to the reading assignments, other course materials, issues brought up in class, and your fellow classmates. **Note: Merely putting up three posts will not guarantee either a passing grade or even full points for that week's discussion board.**

Students should subscribe to the forums in order to receive email alerts about postings, and better keep up with the class. You will not get credit for any contributions made to discussions after the specified time/date.

Below are guidelines for completing the discussion board posts. Please adhere to them as closely as possible in order to maximize your points in your posts.

1. **The initial post must be a serious attempt to address the question asked.** The length and breadth of your posts should go beyond mere description of the subject matter, or simplistic answers to a question. **This INITIAL post should be AT LEAST 500 WORDS, and may be longer, depending on the questions asked.**
2. Response posts must be a serious attempt to engage classmates in a discussion of the course material. Simply cosigning another poster ("I agree, James") is not acceptable. **Two of your response posts should be between 100 and 200 words. The others can vary in length.**
3. **The posts are not simply opinion pieces. I expect you to read, analyze and synthesize the material, and present it in a logical, systematic manner.** The posts that get the most points demonstrate a deeper understanding of the readings backed by ample references to those readings.
4. **You should use the text assigned in this course as your primary source of information, unless otherwise instructed.** There is AMPLE information in your assigned reading, so for most questions, you do not have to go outside of the course for additional information. Your grade for your post will be based on your understanding of the assigned reading, but also steer you back on the right track should you deviate.
5. When you cite information from another source, whether it is the text or somewhere else, use appropriate APA-style citations. **Under NO CIRCUMSTANCES should you post information taken word-for-word from the text or any other written material without proper citation. Please see the policy below on academic dishonesty.**

Because this course is a seminar rather than a lecture-based course, my role is to facilitate the discussions of the subject matter. Just because you do not see posts from me does not mean that I am not there in the discussion board. More importantly, if you do see a posting from me, you should pay close attention to it (even if it is not directly addressed to you) and respond accordingly. Your role is to engage fully with the reading material and other course materials provided and to learn together as you discuss these materials with each other.

I will monitor your discussions; your grade in this area will be based on both quantity and quality of your contributions. In other words, I will keep track of how often you post contributions to class discussion and I will pay attention to whether your contributions demonstrate responsiveness to the reading assignments, other course materials, and to each other. Everyone is required to take part in all discussions.

Grading Rubric for Discussion Boards

Discussion postings that meet all criteria for a grading category will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate category. Note: This rubric assumes a discussion board forum worth 20 points. It will be adjusted accordingly for forums worth different point totals.

Excellent Postings (18.4–20 points)

- The initial post is made by the second day of the start of the discussion board forum.
- Postings occur over several days and time; all postings do not occur on the same day
- Postings are insightful thorough and interesting
- A serious effort is made to frame both initial and response discussion posting in such a way as to encourage others to reply
- Posting generates questions and opens up avenues for discussion
- Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook
- Substantive participation beyond the required number of postings
- Writing is polished; few to no grammar, spelling or mechanical errors present; errors do not interfere with presentation of the content.

Good Postings (between 18.2–14.8 points)

- The initial post is made by the fifth day of the start of the discussion board forum.
- Postings occur within a short time frame (days and time)
- Postings are interesting but lack insight and depth
- Some obvious effort is made to frame initial and response posts to encourage others to reply
- Postings occur within a short time frame (days and time)
- Postings demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook
- Writing is adequate; postings contain some spelling, grammar or other mechanical errors that at times interfere with presentation of the content.

Poor Postings (0-14.7 points) **NOTE: it is possible to receive 0 points even when you post

- Failing to provide 3 postings
- Initial post is made on or after the sixth day of the discussion board forum
- Superficial engagement with the discussion board, as shown by actions like these:
 - o Failing to respond either to direct questions by the instructor or to instructor-driven efforts to shift the focus of the discussion.
 - o “Drive-by posting” – All postings are brief and shallow, and made all on the same day and/or within a few hours of each other
- All postings are made within the last 36 hours of the discussion board
- Postings demonstrate little or no understanding of the reading material/assignment
- Postings do not address the question, and/or focuses largely on recounting personal opinions or experiences
- No obvious effort is made to frame initial or response posts to encourage others to reply
- Postings are unoriginal; they copy too much from the assigned readings or other material, or are simply a rewording of previously posted ideas
- Writing is inadequate; postings contain numerous spelling, grammar and other mechanical errors that demonstrate sloppiness and/or markedly interfere with presentation of the content.
- Postings are disrespectful to others. This includes responses to disrespectful postings

Double-entry journals

Students will be required to keep a journal to track their reading in this class. Double entry journals allow students to see information in pairs, which, in turn, helps them to better retain it.

In a double-entry journal, students form two columns on a sheet of paper. The left column should contain a list of relevant points from the reading. The right column should contain responses generated by these points. These responses can take many forms – a simple definition, a connection to another concept, etc.

Students will submit a journal for each of the readings assigned from the textbook. For example, a basic journal could list key terms from an assigned reading in the left column and the definitions of those terms (in your own words) in the right column. Students will be provided with a file they can use to record their journals.

Journal length: Since each journal is a reflection of what an individual student thinks is important about the reading, they can be as long as you need. However, each journal should contain *at least* 10 entries.

With the exception of the journal for Chapter 1, all journals will be due by Wed, at 11:55 pm. Each journal will be worth up to 10 points.

For more information on double-entry journals and how they can be used, see this Web site from Butte College: http://www.butte.edu/departments/cas/tipsheets/readingstrategies/double_entry.html

Exams

Students will be given one mini-exam (covering the first three chapters of the course text) and three regular sized exams. (see **Course Grading Scale & Course Outline and Assignment Schedule** for more details). The exams may cover any course information reviewed up to the date of the exam, included readings scheduled for the week of the exam, and other course activities, and relevant general criminal justice knowledge.

The exams will consist of a combination of question types, including but not limited to multiple choice, matching, short answer, and long-form essay. Exams will ask students to provide objective information as well as to solve problems. The instructor reserves the right to alter the examination format based on pedagogical considerations.

The exam dates are posted on the course schedule (see Section VIII - Course Outline and Assignment Schedule). Students will be notified in a timely fashion if there are any changes in the exam dates.

Additional instructions for taking the exam will be provided as exam date approaches.

Exams will not be curved, and no exam will be dropped from the final grade.

Assignments

At several points in the semester, students will perform assignments designed to bolster their understanding and use of the concepts and practices outlined in the course. In some cases, the assignment must be completed and submitted on Blackboard. In other cases, students will be given a reading, and will then perform a related activity, to be submitted a later date.

These assignments will be *closely tied* to the course readings – either the text or supplemental readings. Thus, to do well on these assignments, students will have to do the assigned reading. The instructor reserves the right to alter the nature of the assignments based on perceived level of student preparation for class, as evidenced by knowledge of that day's reading.

Each assignment will be worth anywhere from 5 to 10 points, with the final point total depending on the difficulty and extensiveness of the particular assignment.

Specific instructions for each assignment will be provided at the appropriate time.

You do not need outside sources for either assignment. However, but you must properly cite the article, your text, and any other course materials using APA format. Inadequately cited text is plagiarized text, and plagiarized papers will be treated as examples of academic misconduct. Be sure you know how to properly cite

your sources. Under no circumstance should you copy word for word from any source-you are expected to paraphrase and/or summarize the information in your own words.

A complete description of each assignment is provided on the course Blackboard site.

Writing Guidelines

Here are general writing guidelines for all written work for this class – including journals. Additional guidelines will be provided for specific assignments, as needed.

Written work submitted for this class must be original for this class. This includes discussion board postings and journal entries. Do not hand in work that has been submitted for and received credit in another class. Any such incident will be treated as an instance of academic dishonesty, and handled accordingly. The same is true for instances of plagiarism (see “Academic dishonesty” below).

Format: All written assignments are to be type-written, using a computer or other electronic device. Papers should be written in 12 point font (the font used in this document), be double-spaced, and have one inch margins on all sides. All pages are to be numbered, with the number centered on the bottom of the page. Please use APA format for all written work submitted in this class. Here are two websites that describe APA format in detail:

<http://www.apastyle.org>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Each paper should have a title page containing the following information: title of the work; course name and section, your name, and the date submitted. A reference list, noting all sources used in preparation, should be present at the end of the paper.

All papers must be submitted electronically, as emailed attachments, to my FSU email address.

All papers must contain proper grammar and accurate spelling. Fayetteville State University offers many resources to assist in the improvement of writing skills. One available program, Criterion, is an electronic editor that provides feedback on written work. **All students are required to use Criterion to review and refine papers prior to submitting them to me.** This means re-editing your work based on Criterion’s review – fixing any problems that are found. Papers that have not been reviewed with Criterion, or where the review has been superficial, are subject to the assignment rejection policy.

For additional options for writing help, please see section VII (below).

Please review the document on writing guidelines prior to completing written assignments for this class. For additional options for writing help, please see **Section VII – Academic Support Resources**.

d. Value of Each Assignment

The grading criteria for this course are listed below:

Grading Criteria	Points	Percent
Introductory Post	10	1.1%
Plagiarism Quiz	10	1.1%
Double-Entry Journals	150	16.6%
Discussion Board Forum	300	33.3%
Assignments	80	8.8%
Mini-exam	50	5.8%
Exam 1	100	11.1%
Exam 2	100	11.1%
Exam 3	100	11.1%
Total	900	100%

At midterm, students will be given a letter grade that indicates their progress up to that point. Any student with a midterm grade of D or F must contact me to review their progress.

Rubrics for grading the assignments will be provided on the course's Blackboard site.

- e. Policy on Missed or Late Assignments - State policy on missed exams or late submissions of assignments.

Discussion board forums

Discussion board posts that are made after the due date will not be accepted. Missed discussion board forums cannot be redone. A make-up assignment *may* be given for a missed discussion board forum only when there is a valid excuse for missing the forum **and the reason for the absence is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.) **and promptly provided to the instructor**. Computer access or technical problems do not necessarily count as excusable reasons to justify a makeup. Any make-up assignments must be submitted by the due date provided; otherwise, the original grade of 0 points will remain.

The requirements and nature of makeup exercises (e.g., tests and assignments) may be different from the original exercise.

Double-Entry Journals

All journals must be submitted by the time and due date indicated. Late journals will be penalized as follows:

Up to 12 hours after the due date - An *immediate* deduction of 2 points from the total number of points possible.

Between 12 and 24 hours after the due date - An *additional* deduction of 2 points from the total points possible.

Journal entries submitted more than 24 hours late will receive 0 points.

Exams

All exams must be submitted by the time and due date indicated. Exceeding the amount of time allotted for the online test may result in a point reduction on the final grade for the test. Three (3) points may be deducted for every minute you take beyond the time allotted for the online test—in other words, you may lose one (1) point

for every 20 seconds over the time limit. **If you exceed the time limit by more than 15 minutes, you will automatically receive a zero for the Bb test.** It is your responsibility to manage the time provided for online assessments effectively.

Makeup exams will be given only when there is a valid excuse for missing the scheduled exam **and the reason for the absence is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.) and explained to the instructor. Computer access or technical problems do not necessarily count as excusable reasons to justify a makeup test. Those with a valid excuse for missing a scheduled exam will have to take a makeup exam **within one week of the original exam date**. The requirements and nature of makeup exercises (e.g., exams and assignments) may be different from the original exercise.

Assignments

Makeup assignments will be given only when there is a valid excuse for missing the scheduled assignment **and the reason for this is clearly documented** (e.g., bail papers, citations, hospital admission/discharge papers, police reports, etc.) **and promptly provided to the instructor**. Computer access or technical problems do not necessarily count as excusable reasons to justify a makeup test. Any make-up assignments must be submitted by the due date provided; otherwise, the original grade of 0 points will remain. **The requirements and nature of makeup exercises (e.g., tests and assignments) may be different from the original exercise.**

Generally speaking, technical and logistical problems, such as being unable to access a computer, computer failure, problems with internet connections (such as speed or quality of the connection), unreliable transportation to campus, traffic, FSU parking, etc., that cause you to miss an assignment will not automatically or in every instance result in remedies favorable to the student. Even if the technical or logistical problem is “not your fault,” you are not guaranteed a “retake” or “do-over” for the assessment.

f. Additional class policies

Here are other class policies, rules, regulations, etc. that can affect a student’s grade and progress in this class.

Academic Misconduct Policy

Student work must be original for this class. Promoting unoriginal work as if it is original is academic dishonesty, and is a form of academic misconduct. Any student found guilty of academic dishonesty will be subject to disciplinary actions as described in the student handbook. Academic dishonesty includes, but is not limited to the following: cheating, plagiarism, complicity in academic dishonesty (helping or attempting to help another student cheat) and misrepresentation to avoid academic work (e.g. fabricating excuses of illness, injury, accident, family death, etc. to avoid the timely submission of academic work or exam taking). These forms of academic misconduct also apply to online activity related to this course (i.e., completing Discussion Question Postings and other assignments involving Blackboard). Any incident of academic misconduct (even for a single posting) can result in failure of the course, not just a zero on that assignment/course requirement, no matter how big or small the activity.

Group work misconduct

Students are encouraged to study together. However, unless otherwise instructed, all student work must be independent. **To be clear – students are not permitted to complete an assignment together, and then submit that same assignment under each of their names.** This is cheating and will be treated as academic misconduct. For all work, students must strive to answer questions, problems, etc. using their own words.

Reuse or recycling of prior work

All work submitted for this class must be original to this class. Students are not permitted to reuse, recycle or resubmit any assignment that has received credit for another class without authorization from the instructor. To be clear: Unauthorized submission of any such work will be treated as academic misconduct, and treated accordingly.

Plagiarism

Keep in mind that copying the words of another and not putting quotations to designate that the words were written by someone else is plagiarism, *even if you put a cite at the end of the sentence or paragraph.*

All student work is subject to being submitted into Turnitin or similar online plagiarism detection programs for review.

All cases of suspected academic misconduct will be handled in accordance with the procedures specified in the Student Handbook's Code of Conduct. Other, relevant University policies may also be invoked. For a description of the procedure in the Handbook, please see the following:
<http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf>
 (see pp. 7-10).

Academic dishonesty training: To educate students on the problem of plagiarism and how to avoid it, students are required this online tutorial: "How to Recognize Plagiarism" and submit a certificate to me by the close of the first full week of class. To obtain the certificate you must successfully complete the test, not the 5-minute quiz.

The tutorial can be found at the following URL: <http://www.indiana.edu/~istd/>

The certificate should be saved as a single webpage (that is, either an *.htm or *.mht file), and emailed to me as an attached file (you do not have to sign it. An email from your Broncos account will be sufficient to count as a signature). Otherwise, you may print it out, and fax or *pdf a signed document to me in person. **Do not cut and paste it into an email.**

By submitting this certificate you are acknowledging that you successfully completed the tutorial. Submit your certificate to me by Saturday, January 16, 2011 at 11:55 pm.

In addition to the plagiarism certificate, students will also be required to complete a separate plagiarism quiz. This quiz will be worth 10 points, so it is in your interest to take it. Quizzes must be completed by the due date posted for a chance at full credit.

Note: The judgment as to whether a student work has been plagiarized will be made based on a combination of factors, including the results provided by the use of online plagiarism detection programs.

One way to avoid plagiarism is to look at how your writing differs from your sources. *Follow this rule:* Whenever you write four or more words to a sentence that are identical to the way things are worded in your source material ask yourself is this paraphrasing or is it plagiarism? Please do not play thesaurus games to change up a sentence; awkward wording is a tell-tale sign of plagiarism.

Citing

Citing entails noting in your postings or other written work that the idea you are presenting is not your own. Citing also notes that others have done work that lends support to what you are saying or trying to say. I strongly suggest that you pay attention to how much you write with no supporting citations. If you write something that entails detailed information, such as case law, dates, reporting statistics (actual numbers) or estimates (i.e., saying the majority, most, all, almost all, some, none, no one, etc.), you should have a citation to back up what you have written. Furthermore, if you are writing and you go for three or more sentences without citing someone or something, ask yourself "How do I know all of this?" "Should I have a citation somewhere in here?" Furthermore, you should only cite things you have actually read, otherwise, you are citing someone else's review of what someone else said or wrote.

A good piece of writing uses data and research by others to support the statements or arguments made in the paper. Most papers require some level of support, preferably from good academic sources such as academic journals, government documents, and scholarly books, but your textbook should be your first and primary

source for this class. Dictionaries and internet sites (e.g., online dictionaries, legal reference sites, Wikipedia, etc.) should not be used as primary sources to support your statements and positions. Where you get your information can be just as important as how you use your resources. Be mindful that there is a difference between getting information *through* the Internet (e.g., downloading a full-text article from an academic journal or a government report) and getting information *from* the Internet (e.g., using information from someone's site which may not have been peer-reviewed or subjected to any rigorous scrutiny).

A question I frequently raise when grading is "How do you know that?" Many students fail to document or acknowledge where they got the ideas or information in their postings and papers. Claiming that you "just know" the information, that it is "common knowledge," or that you learned it before is not good enough for me. If you say in your posting or paper that some phenomenon happens or that a problem exists, I want you to provide proof as best as you can to support your claim. For example, if you say something like "there is discrimination in the criminal justice system," what information are you going to use to support your statement? Is the information you are using appropriate?

Remember that when I read and grade your writing, I will be working with what give me in the paper. There will be no opportunity for you to elaborate on your choice of words, so prepare your paper with the reader in mind. Remember throughout all your writing that what you meant to say and what you have written may not be the same. Proofread your work to make sure that you are communicating your thoughts as intended.

Assignment Rejection Policy

I reserve the right to reject all student work that is deemed inappropriate for the assignment - this applies to all graded course requirements. An explanation will be provided regarding why an assignment is rejected; blatant failure to follow assignment guidelines and/or shoddy work typically results in rejection. Rejected work products may receive a grade of zero; students are not guaranteed an opportunity to resubmit work for credit. If a student is allowed to resubmit the assignment, they will be given a new deadline within which to turn it in. In addition, a **15 percent grade reduction will be applied to the resubmission.** Failure to resubmit a revised work product by the new due date will result in a grade of zero for the assignment.

Plagiarism exception: Cases of plagiarism will be handled as academic misconduct, not as work potentially eligible for resubmission.

Incomplete (I) Grade Policy

The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some specific course requirement(s) such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or term in which the "I" was assigned, whichever comes first. If the "I" grade is not removed within the stipulated time limit, the grade will be converted to a grade of "F." Students are responsible for initiating the actions necessary to remove "I" grades.

What this means for you: An incomplete grade will only be given when, through events outside of the student's control, he or she is unable to complete the last significant assignment due for the class and is otherwise passing the class. An I grade will not be given to a student for the sole purpose of avoiding failure of the course. Official documentation related to the event must be provided in order for the I grade to be considered. For the I grade to be removed, the student must start and complete any and all necessary class and FSU requirements.

Academic Support Policy

This is an upper-level class. Thus, you will be asked to perform intellectually at a high intensity, perhaps higher than you expect. With due diligence, however, the work required for this class effort is not beyond your capabilities. Passing the course with a "C," or even getting an "A" is not impossible for students who do the reading, come to class, and ask questions - that last is particularly important if folks are confused or unclear about the material, or my presentation of it.

At any point during the semester, an individual student may be required to use *Criterion* (<http://criterion28.ets.org/cwe/>), or other services (tutoring, for instance) to assist in meeting course requirements.

Students are encouraged to individually contact me least once (and preferably more than that) during the semester to review their progress in class. Students having difficulties that may impact their academic performance should address such issues with me as soon as they arise. **Any student with a midterm grade of D or F must contact me to review their progress.** Waiting until the end of the semester to get help for long-standing problems is not likely to result in a successful outcome for you. You may see me during my regularly scheduled office hours, or alternately, make an appointment.

Blackboard policy

It is your responsibility to review Blackboard each and every day for assignments, changes in class procedure, etc. While in most cases I will send an email regarding any updates, it is your responsibility to review Blackboard on a regular basis to keep up with changes in class.

Grades will be posted on Blackboard. Students may review their grades with me at any time, either during office hours or by appointment.

Email policy

Email can be a really powerful communication tool. However, there is room for misunderstanding and miscommunication, and this reduces its effectiveness. To facilitate smooth online interactions, there are a few rules regarding the use of email that I'd like you to follow.

- FSU provides you with a free email address. Please make it the primary email address for all communications regarding the class.
- Regularly check your FSU email for communications from me. This is especially smart since you will be notified by email of any changes posted to Blackboard.
- When sending me email, please include a subject heading that describes the topic of the email (for instance, "Question about the first exam"). Because of the potential for spam, I will likely delete any email with a blank subject line.
- Include the course number or name in the subject line.
- Include your full name within the message, preferably at the closing.
- Respond to my emails in a timely fashion. This is an online class, and email is a major means of communication within the course.
- If you must submit electronic work to me, unless otherwise indicated, you must do so through Outlook via an attached file. The instructor is not a fan of the digital drop box, so it is disabled on the course site.
- In most normal cases, I will respond to an email within 72 hours. If you have not received a response from me, please resend your email - I may not have received it - or call.

It is your responsibility to check to see whether I have received your email. If you suspect there is a problem, say, because I have not sent you a reply, please call my office phone and leave me a voicemail message. If you send an email with a "receive" receipt, it will be acknowledged, meaning I will send a return receipt. If you do not receive a return receipt, it means that I have not gotten the email.

I reserve the right to change the scheduled date, number, or nature of all course requirements to facilitate course objectives. If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus. Any changes will also be announced via Blackboard and email.

FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. Academic Support Resources

Fayetteville State University operates a Writing Center that is available to all university students who need assistance for improving their writing skills. The Writing Center is located in the Helen T. Chick Building, Room 216-C. The web address is <http://www.uncfsu.edu/writingcenter/> and the phone number is 910-672-1864.

If you would prefer more personal assistance, you can also submit your work to an online tutor via Smarthinking (you need to log onto Blackboard to access this). Please note that any use of Smarthinking **IS NOT** a substitute for use of *Criterion* to review/edit your written work.

VIII. Course Outline and Assignment Schedule

Below is the current version of this semester's course schedule. This schedule is subject to revision, at the discretion of the instructor. Students will be provided with appropriate notice of any changes made.

1. All discussion questions will open at 12:05 am on the dates listed in the schedule and close at 11:55 pm on the dates listed in the schedule.
2. Unless otherwise stated, double entry journals are due at 11:55 pm on the dates listed in the schedule.
3. The exams open at 12:05 am on the dates listed in the schedule and close at 11:55 pm on the dates listed in the schedule.

Module 1: The Case for Crime Prevention			
Unit	Topic	Required Readings	Discussion Question/Exam
n/a	INTRODUCTION	None	Introduce Yourself opens 1-8-2011 Introduce Yourself closes 1-16-2011
			Plagiarism certificate, plagiarism quiz, pre-test 1 due by 1/16/2011, at 11:55 pm
1	Crime and Crime Prevention	Lab Ch 1	Double-Entry Journal due 1-13-2011 (Reading Strategy #1) Discussion Question #1 opens 1-8-2011 Discussion Question #1 closes 1-16-2011
2	Crime prevention: A conceptual model	Lab Ch 2	Double-Entry Journal due 1-19-2011 Discussion Question #2 opens 1-17-2011 Discussion Question #2 closes 1-23-2011 Pre-test 2 due by 1/19/2011
3	Evaluation and crime prevention	Lab Ch 3	Double-Entry Journal due 1-26-2011 Discussion Question #3 opens 1-24-2011 Discussion Question #3 closes 1-30-2011
	Mini-Exam		Mini-Exam opens 1-31-2011 Mini-Exam closes 2-2-2011

Module 2: Primary Crime Prevention			
Unit	Topic	Required Readings	Assignments/Activities
4	Crime and the physical environment	Lab Ch 4	Double-Entry Journal due 2-2-2011 Discussion Question #4 opens 1-30-2011 Discussion Question #4 closes 2-6-2011
5	Neighborhood crime prevention	Lab Ch 5	Double-Entry Journal due 2-9-2011 Discussion Question #5 opens 2-7-2011 Discussion Question #5 closes 2-13-2011
6	Displacement and diffusion	Lab Ch 6	Double-Entry Journal due 2-16-2011 Discussion Question #6 opens 2-14-2011 Discussion Question #6 closes 2-20-2011 Assignment due 2/20/2011 (Reading strategy #2)
	Exam 1		Exam 1 opens 2-21-2011 Exam 1 closes 2-23-2011
7	The mass media and crime	Lab Ch 7	Double-Entry Journal due 2-23-2011

	prevention		Discussion Question #7 opens 2-21-2011 Discussion Question #7 closes 2-27-2011
8	General deterrence	Lab Ch 8	Double-Entry Journal due 3-2-2011 Discussion Question #7 opens 2-28-2011 Discussion Question #7 closes 3-6-2011
	Spring Break	Spring Break	March 5-March 13

Module 3: Secondary Crime Prevention

Unit	Topic	Required Readings	Assignments/Activities
9	Prediction for secondary prevention	Lab Ch 9	Double-Entry Journal due 3-16-2011 Discussion Question #9 opens 3-13-2011 Discussion Question #9 closes 3-20-2011
10	Situational crime prevention	Lab Ch10	Double-Entry Journal due 3-23-2011 Discussion Question #10 opens 3-21-2011 Discussion Question #10 closes 3-27-2011
11	Partnerships and crime prevention	Lab Ch 11	Double-Entry Journal due 3-30-2011 Discussion Question #11 opens 3-28-2011 Discussion Question #11 closes 4-3-2011
	Exam 2		Exam 2 opens 4-4-2011 Exam 2 closes 4-6-2011
12	Drugs, crime and crime prevention	Lab Ch12	Double-Entry Journal due 4-6-2011 Discussion Question #12 opens 4-4-2011 Discussion Question #12 closes 4-10-2011 Assignment due 4/10/2011 (Reading strategy #3)
13	Schools and crime prevention	Lab, Ch13	Double-Entry Journal due 4-13-2011 Discussion Question #13 opens 4-11-2011 Discussion Question #13 closes 4-18-2011

Module 4: Tertiary Crime Prevention

Unit	Topic	Required Readings	Assignments/Activities
14	Specific deterrence and incapacitation	Lab, Ch 14	Double-Entry Journal due 4-20-2011 Discussion Question #14 opens 4-19-2011 Discussion Question #14 closes 4-24-2011
15	Rehabilitation	Lab, Ch15	Double-Entry Journal due 4-27-2011 Discussion Question #15 opens 4-25-2011 Discussion Question #15 closes 5-1-2011
	Anonymous evaluation		End of course reflection opens 4-25-2011 End of course reflection closes 4-30-2011 Post-test quiz opens by 4/25/2010 Post-test quiz closes by 4/30/2010

	EXAM 3 Seniors Final Exam		EXAM 3 opens 4-25-2011 EXAM 3 closes 4-27-2011
	EXAM 3 Non-Seniors Final Exam		EXAM 3 opens 5-2-2011 EXAM 3 closes 5-4-2011

IX. Teaching Strategies

Course content will be taught using various methods, specifically lectures, whole class discussions, small-group discussions, and in-class writing and action activities, assigned as needed.

X. Bibliography

Below is a selection of texts address research design. Students are encouraged to consult them for further explorations of the topics discussed in class.

Campbell, Donald T. and Julian C. Stanley. (1996). *Experimental and Quasi-Experimental Designs for Research*. Chicago: Rand McNally.

Cook, Thomas D. and Donald T. Campbell. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Chicago: Rand McNally

Denzin, Norman K. and Yvonna S. Lincoln. (2000). *The Handbook of Qualitative Research*. 2nd. Ed. Thousand Oaks, CA: Sage.

Pawson, Ray and Nick Tilley. (2002). *Realistic Evaluation*. Thousand Oaks: Sage.