



COURSE SYLLABUS
CJ 597.01W - Correlates of Crime & Crime Typologies
Summer I June 2, 2014 – July 6, 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Frank E. Hagan. 2010. *Crime Types and Criminals*. Los Angeles, CA Sage Publications.
ISBN 978-1-4129-6479-1

Additional Readings:

Additional reading will be conducted using articles selected from professional research journals.

Course Description:

This course will allow us (students and professor) to explore a well-documented range of variables or correlates and their relationship with criminal behavior, and their association with various types of crimes. Many years of research indicate that variables from multiple domains contribute to the existence of criminal behavior. These correlates also influence the types of crimes in which an individual may engage. Through this course we will become acquainted with the terms used to describe the variables/correlates that have been useful in predicting specific types of criminal behavior or offenses. We will use this class to study the variables/correlates whether they are called domains as identified by Kennedy et al., (2011:315) such as "(a) background characteristics, (b) behavioral tendencies, (c) personality/attitudinal tendencies, and (d) intellectual abilities;" or psychosocial by Elonheimo et al., (2009:292) who referred to such areas as (a) "individual (aggressiveness), (b) family (single parent or parental conflict), (c) peers (antisocial association or poor peer relations), and (d) wider environment (urban residence, high crime neighborhood)."

Reference:

- Kennedy, Tom D., Kent F. Burnett, & William A. Edmonds. 2011. "Intellectual, Behavioral, and Personality Correlates of Violent Vs. Non-Violent Juvenile Offenders." *Aggressive Behavior* 37: 315-325.
- Elonheimo, H., A. Sourander, S. Niemela, A. Nuutila, H. Helenius, L. Sillanmaki, T. Ristlari, and K. Parkkola. 2009. "Psychosocial Correlates of Police-registered youth crime. A Finnish Population-based study." *Nordic Journal Psychiatry* 63:292-300.

Course Design:

In this online course students will engage in reading, discussing, writing and proposing questions that relate to the correlates of crime and various types of crime. Students must have a working computer and be prepared to commit an appropriate amount of time completing the class assignments. Assignments will vary so as to allow the students to have a number of ways in which they may demonstrate their gained knowledge, developed skills, and their intellectual capacity for criminological thinking. We will be exposed to books and professional journals that address the topic of correlates of crime and crime typologies. It is the intention of this professor to broaden the students' knowledge pool of information pertaining to the subject area of this course. Another goal of the professor and this class is to increase the skill level of the students in the area of writing, thinking, and communicating those thoughts.

The course calendar begins on page 14 of this syllabus, however, the course will follow the textbook in this manner:

Week One, June 2, 2014 – June 8, 2014

- Chapter One Introduction
- Chapter Two General Characteristics of Crime and Criminals (this chapter will be emphasized over the other two chapters during this first week)
- Chapter Three An Overview of Theory in Criminology

Week Two, June 9, 2014 - June 15, 2014

- Chapter Four Violent Crimes

Week Three, June 16, 2014 - June 22, 2014

- Chapter Five Property Crimes
- Chapter Ten Computer Crimes (pp. 374-381)

Week Four, June 23, 2014 - June 29, 2014

- Chapter Six White Collar Crimes

Week Five, June 30, 2014 - July 6, 2014

- Chapter Eight Organized Crimes
- Chapter Nine Public Order Crimes

Student Learning Outcomes (Core Competencies):

1. Students will be able to demonstrate critical thinking in reference to correlates of crime
2. Students will employ knowledge gained about various types of crime through their writing, discussing, and commenting within the class and outside the class
3. Students will be able to properly employ either the American Psychological Association (APA) or American Sociological Association (ASA) format
4. Students will display familiarity with the many topics associated with correlates of crime and crime typologies

Student Learning Outcomes (Course Particular):

1. Students will be able to identify and explain the importance of those correlates of crime studied in this class
2. Students will be able to define and elaborate on the various types of crime either written or orally
3. Students will demonstrate their gained knowledge of correlates of crime and crime typologies by being able to write a graduate quality research paper and to perform above average (achieving at least a score of eighty points) on an essay exam over course material

4. Students will demonstrate critical thinking by being able to critique the relation correlates (or those also called/known as sociodemographics, or psychsocial factors) have with crime (criminality, or particular criminal behavior)

It will be essential that a student is able to understand, achieve and perform all of the core competencies and course particulars. Successfully achieving these outcomes will be evident in the student's overall grade result.

The emphasis on critical thinking is a core trait throughout this course and the entire Applied Criminology program. The qualities of a critical thinker are:

- Posses the ability to gather credible sources while also cultivating the skill to evaluate the information gathered
- An independent thinker and one who is willing to consider all points of view
- One who gathers an array of viewpoints, consider an argument from many angles and realizes there may not be a firm right or wrong, good or bad, or a simple dichotomy

The emphasis on course particular outcomes exist to serve as a measuring devise to ascertain whether the student has accomplished the goals of the class. It is essential that a student completing this class is capable of demonstrating a certain degree of gained knowledge. Possessing the skills to demonstrate that a student understands the relation of correlates to crime; that a student has learned how to critique and inquire about the types of crime; and can digest the professional literature that addresses both of these areas, is a major point of accomplishment established for the students enrolled in this class.

All class assignments are due based on Central Standard Time (CST). All assignment will be due on or by the designated date at 11:59pm (CST).

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

(1) Initial Presentation (10 pts., extra credit)

Every student must introduce him- or herself by the second day (no later than 11:59pm, May 21, 2013) of class during Week One. This information will be entered as a threaded discussion. Each student should follow the example provided in ecollege at the site of the assignment in Week One. Each student's presentation should cover the following information:

- Name
- Occupation/career and length of time
- How this course is expected to help or aid your career, separate from the entire degree
- Indicate whether you have had a course in criminological theory (if so describe in brief terms what you recall from that class)
- Describe how you expect this degree to enhance your career

(2) Comments (1 each week @ 20 pts. each, 100 pts.)

Comments are those assignments where students write their ideas and they are seen or viewed by other classmates.

In an online class it is not easy or effortless for students to communicate with each other. In fact, students may have to go out of their way to communicate with one another. Usually the

communication is between the student and professor. I want to encourage student-to-student communication. Therefore, a student will be able to earn up to 100 points during the entire course when he/she participates in Student Communication.

Each week a student should post a comment pertaining to some ideas associated with the chapter being read, discussed, and studied for that specific week by posting a comment under the heading of Comment. It will be necessary for the student to post the relevant comment between Sunday and Thursday, no later than 11:59pm of that Thursday if he/she expects to earn any points for the posting during that week.

Comments should be relevant and demonstrate that the student is reading or has read the chapter and appear to be familiar with the information in that specific chapter on which he/she is commenting. Comments need not be of any particular length or number of words. Comments should be thought provoking. Comments could be a question of a thought or idea presented in the chapter, a challenge of ideas as presented by the author or a simple observation about some idea or information being presented in the chapter for that week.

Grading of Comments will be based on these qualities:

- Evident that the student has read the respective area on which he/she is commenting
- Student must demonstrate an understanding and comprehension of the information
- Were the comments phrased in criminological appropriate terms reflecting the reading
- Were the comments worthwhile and thought provoking, again indicating that the student had digested the reading material

(3) Chapter Question (1 each week @ 20 pts. each, 100 pts.)

This Chapter Question will be answered as a comment. It will not be placed in a dropbox but exist as a threaded discussion. It is to be answered by each student as an open and readable exchange of ideas similar to the Comment assignment.

A student should incorporate the ideas of the text in his/her answer to the Chapter Question, but also show some initiative, creativity, and ingenuity by going beyond or producing an answer that hold a broader idea than just what has been read in the textbook. To simply write what the text has indicated will not get the student the maximum points for this assignment.

Anytime reference information is used, student should do a proper citation. Student should refer to the APA or ASA citation format policy on page 12 within this syllabus.

Students are expected to thoroughly answer the question, although they are not expected to write a book.

Where the week may have two chapters being covered the student may select only one of those questions to answer. As the professor, I will read only one of the two questions so please save yourself time and concentrate on answering one question very well.

Points to consider or rubric for this assignment are as follows:

- Student demonstrated comprehension of the assigned reading
- Were the student's idea(s) easy or capable of being followed, understood
- Student employed criminological thinking and use of terms/concepts where possible
- Was the answer thought out, organized and presented in a graduate quality
- Was the question answered

Chapter Questions and due dates:

1. Week One, due Thursday, June 5, 2014 by 11:59pm
How does the volume or amount of crime within the United States compare with other industrialized countries of the world? (Chapter 2)
2. Week Two, due Thursday, June 12, 2014 by 11:59pm
Discuss one facet (or type) of violent crime and explain how this activity feeds into the idea of America (at least a part of certain areas) being a “subculture of violence.” (Chapter 4)
3. Week Three, due Thursday, June 19, 2014 by 11:59pm **(Answer only one of these)**
The author addresses the range of property crimes. How or what methods are used or should be used to combat the volume of these crimes? Be explicit and as detail as possible. (Chapter 5)

Computers seem to be an entirely new avenue for criminals to do their thing (commit crimes), what steps are being taken by our social control agencies to curtail the volume of these types of crimes? (Chapter 10)

4. Week Four, due Thursday, June 26, 2014 by 11:59pm
In reference to white collar crimes, what have been the benefits and failures of having federal regulatory agencies? Describe at least one of these agencies and their duties. (Chapter 6)
5. Week Five, due Thursday, July 3, 2014 by 11:59pm **(Answer only one of these)**
Why has organized crime been successful in the United States, and name at least one step that the United States law enforcement (especially at the federal level) has taken to handle or respond to the activities of organized crime. (Chapter 8)

Why has it been difficult or problematic for the establishing of laws, and enforcement of these laws in reference to curtailing those crimes viewed or described as “public order crimes?” (Chapter 9)

(3) Research Article Exercise (5 @ 25 pts., each, one per week, 125 pts.)

The professor will assign five research articles to be read, and a written exercise will be performed, spaced out over the five weeks of the course. Actually, the research articles will be assigned before the beginning of the course. These five research articles will be sent to the students all at one time (before the beginning of the session) as PDF files. These research articles will also be attached to this course website link at document sharing. Students are encouraged to save or print a copy of the research articles until needed. All students are encouraged to give themselves time to read the assigned research articles.

This assignment will be worth one hundred twenty five points. The points will be achieved in this manner. For each research article assigned by the professor there are two questions constructed and/or already posted on the respective weeks. Students will select ONE of the questions/statements and answer or reply to it (writing a reply) which will be placed in the appropriate dropbox by Friday, 11:59pm of that same week. **The dropbox (name of assignment) will be identified as Research Article 1, 2, 3, 4, and 5 consecutively (representing each week).** Late posting will not be accepted. Writing and posting a reply to the question/statement will earn the student a maximum of twenty five (25) points each.

(4) Survey of Correlates (5 @ 50 pts., each week, 250 pts.)

This assignment will push or expose students to more professional research being conducted on or about the correlates of crime. Each week the professor will introduce a new correlate. After this introduction each student will be responsible for finding one research article that addresses this same correlate and present a summary of what that one article found. Students should be able to answer the question “*does the research substantiate the importance, strength or influence of this correlate?*”

Additional information about correlates (psychosocial factors, domains, sociodemographics) of crime are presented in a separate handout that has been or will be emailed to the class, and this document has been placed in DocSharing in ecollege.

The first correlate the class will investigate is titled *family background*. This term/concept has been addressed and called by many other names: *family-of-origin*, by DePadilla et al., 2012; *child and family adversity* by Fergusson et al., 2004; *family* by Elonheimo et al., 2009; *background characteristics* by Kennedy et al., 2011; and *family characteristics* by Capaldi and Patterson, 1996. All of these concepts have a number of subparts or identities that address areas relating to size of family, supervision of child or management practices, family adversities, family/parental conflicts, intact or broken (absent) parenting, or child abuse and sibling rivalry. The basic idea being that a person’s home life or lack thereof has an impact or may be connected to whether or not that individual grows to participate in criminal behavior.

In addition to the articles mentioned above there are several other published research articles that address this idea, family background or characteristics as a correlate of criminal participation or involvement.

Your task is to find a research article that addresses this specific area (family background or characteristics) or any of the other names associated with this variable, and to accomplish the following task.

Two important items before you begin:

- a. the article you select, summarize cannot be one that is already being used in the class (cannot be any of the five articles identified for the Research Article Exercise)
- b. the article selected must be a peer reviewed, published item which means it cannot be some work, paper or pamphlet that has been published by an agency or simply placed on the internet for readers; using such a piece of work will earn you a zero. If you have doubts about a source or a specific article then make sure you obtain the approval of the professor before using the article.

Please make sure you are clear on this assignment. Make sure you understand what is meant by correlates – read the handout titled “CJ 597 Correlates of Crime & Crime Typologies” that has been sent to students and also placed in DocSharing of ecollege.

I suggest using the bibliography of any of these articles that the class is already exposed to may be helpful in finding a suitable source/reference. Only two of the articles mentioned above are being used by the class (Fergusson et al., 2004; and DePadilla et al., 2012), the others are available. However, I do suggest that students show initiative and secure additional research articles.

The Summary of the article written by the student which deals with the specific correlate that has been selected for Week One (family background) should accomplish or present the following information:

Instructions for writing Survey of Correlate Exercise

You want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information:

Name of author(s)
 "Title of Article"
Title of Journal
 volume: complete number of pages, year of publication

For Example

Volkan Topalli. "When being good is bad: An expansion of neutralization theory."
Criminology 43:797-827, 2005.

Now, proceed to answer the below questions or complete the identified tasks. Instead of writing your summary as an essay it will be better for my reading/grading that you write your reply to the numbers. Thus, identify your response to each number, regardless of whether there are several paragraphs per number or not.

1. Describe and/or define the correlate as presented in this study.
2. Elaborate on how the researcher explained or hypothesized that the correlate related to whatever type of crime or criminal behavior being studied.
3. Was a sample used in the study, if so describe the sample.
4. What was the conclusion of the study?
5. Express any thoughts or opinion you may have as they relate to the correlate presented in this study, and to crime typology in any manner.

Grading of Survey of Correlates will be based on these qualities:

- format is correct, as instructed
- research article is appropriate for the assignment
- correlate is clearly defined
- areas of assignment are identifiable and goal of explaining and presenting are met
- student showed initiative in presenting the correlate
- student connected correlate to crime in his/her discussion or presentation

References:

- Capaldi, Deborah M., & Gerald r. Patterson. 1996. "Can violent offenders be distinguished from frequent offenders: Prediction from childhood to adolescence." *Journal of Research in Crime and Delinquency* 33(2):206-231.
- DePadilla, Lara, Molly Perkins, Kirk Elifson, & Claire Sterk. 2012. "Adult criminal involvement: A cross-sectional inquiry into correlates and mechanisms over the life course." *Criminal Justice Review* 37(1): 110-126.
- Elonheimo, H., A. Sourander, S. Niemela, A. Nuutila, H. Helenius, L. Sillanmaki, T. Ristlari, and K. Parkkola. 2009. "Psychosocial Correlates of Police-registered youth crime. A Finnish Population-based study." *Nordic Journal Psychiatry* 63:292-300.

Fergusson, David M., et al., (2005). "Show me the child at seven: the consequences of conduct problems in childhood for psychosocial functioning in adulthood." *Journal of Child Psychology and Psychiatry* 46(8):837-849.

Kennedy, Tom D., Kent F. Burnett, & William A. Edmonds. 2011. "Intellectual, Behavioral, and Personality Correlates of Violent Vs. Non-Violent Juvenile Offenders." *Aggressive Behavior* 37: 315-325.

(5) Research Paper (75 pts.)

Each student must type a research paper with a minimum page count of seven pages - not including the title page and bibliography. The paper will consist of the following:

1. title page
2. body
3. bibliography

The title page must include: the student's name, a title of the paper, the course title and date. The title page is not to be numbered, nor does it count towards enumerating the other pages.

The body of the paper should be about seven pages, in font size 12, Times New Roman, double-spaced with one inch margins all around. There should be NO running headline placed on each page. The presentation, organization and quality of the paper, taking in consideration grammar and mechanics will impact the grade received. Refer to the "maximum grade achievement" (Attachment A) in terms of how to achieve the maximum points available.

The bibliography should contain at least five resources. These resources should be peer-reviewed professional research articles, and scholarly books. I discourage the use of "website" writings. Journal articles (peer-reviewed professional research articles) that appear in print and are later reproduced full-text on the Internet do NOT count as a website; by "website" it is material written for an internet site, not merely reproduced there. If there is a dilemma about a source please check with the professor.

The research paper should focus on some aspect of a criminological correlate, a type of crime, criminal data, or any area that the class has addressed or will address. Students are encouraged to employ their imagination in developing the paper. Students are encouraged to develop a topic that interests them, not to simply write a paper just to satisfy achieving a grade. Here is where critical thinking can be employed.

The research paper will be due by June 26, 2014 (Week Four) by 11:59pm. The research paper should be placed in the appropriate dropbox.

For achievement of maximum points: See Attachment A, page 18.

(6) Essay Exam (100 pts.)

Students will sign into the course during Week Five (July 2, 2014) and take the essay exam. This test must be completed and placed in the appropriate dropbox by July 5, 2014 by 11:59pm. Late work will not be accepted. This exam will also cover the class material presented to the students or read by the students during these five weeks. The importance of this test is that students will be able to write their thoughts and demonstrate that they are able to apply and draw inference from what they have studied in this course. This essay exam

will cover the same chapters as mentioned for the objective test, Chapters 1, 2, 4, 5, 6, 8, 9, & 10 (pp. 374-381). In addition to these chapters, students will be responsible and likely to encounter information about the correlates of crime.

(7) Objective Exam (50 pts.)

Students will sign into the course during Week Five (June 30, 2014) and take the objective test over the entire course material (crime types and correlates of crime) that has been covered during the class. Students will be responsible for the following chapters on this objective test:

- Chapter 1, Introduction
- Chapter 2, General Characteristics of Crime and Criminals
- Chapter 4, Violent Crime
- Chapter 5, Property Crime: Occasional, Conventional, and Professional
- Chapter 6, White Collar Crime: Occupational and Corporate
- Chapter 8, Organized Crime
- Chapter 9, Public Order Crime
- Chapter 10, Computer Crime (pp. 374-381)

The student will have one hour and thirty minutes to complete the objective test which will consist of fifty multiple choice questions. The test must be completed by 11:59pm on June 23, 2013. The test will close at 11:59pm and students will not be able to enter the test after that time. This test will be more application and inference rather than simple recall type questions.

Grading Information

Course Possible Points:

1 Initial Presentation (extra points)	=	10 pts.
5 Comments (1 per week) @ 20 pts. each	=	100 pts.
5 Chapter Questions (1 per week) @ 20 pts. each	=	100 pts.
5 Research Article Exercise @ 25 pts. each	=	125 pts.
5 Survey of Correlates @ 50 pts. each	=	250 pts.
1 Research Paper	=	75 pts.
1 Essay Exam	=	100 pts.
1 Objective Exam	=	<u>50 pts.</u>
		810 pts.

Grading Scale:

A	=	800 - 750
B	=	749 - 699
C	=	698 - 648
D	=	647 - 597
F	=	597 below

TECHNOLOGY REQUIREMENTS

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required – courses are heavily video intensive
- Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
- A sound card and speakers or headphones

Current anti-virus software ought be installed and kept up to date

Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.

2. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System. To log in to eCollege/the course start out with the home page (university web site – www.tamuc.edu) or with <https://leo.tamuc.edu>.

First time users of eCollege students are encouraged to go through the tutorial program identified as eCollege on the myLeo main page.

COMMUNICATION AND SUPPORT

eCollege Student Technical Support:

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

myLeo Support:

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Course Technical Support:

Student Support Services:

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Internet Access:

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Interaction with Instructor Statement:

You should make it a habit to check for emails using your University Email address available through MyLeo. If it becomes necessary to communicate with you either as a class or individually, I will use your University Email address. You may likewise contact me through my email. I will admit that I will not be on my computer twenty-four hours a day or seven days a week. I will reply to your email or communication within a reasonable time.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Students should also reference the following link for more detailed information.

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

Policy for Reporting Problems with eCollege

Students who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do the following: contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course.

Your call will be logged. In addition to this process you should send me an email describing your problem. Once I have confirmed your call, I will contact you regarding the issue (depending on the date and time of issue it may not be an immediate return or action on your message).

Attendance Policy

While this is an online course, students are expected to actively participate by meeting all deadlines. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course.

APA or ASA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association), and ASA (American Sociological Association) formats. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may learn to cite from a variety of different sources including the APA Tutorial or ASA website. The sources listed may be helpful:

www.apastyle.org

<http://owl.english.purdue.edu/owl/resource/560/02/>

www.library.cornell.edu/resrch/citmanage/apa

http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide

I have to admit that I am not a fan of electronic citation. I prefer original books, and journal articles as my sources. Therefore, I caution students to make sure if they employ electronic citation that it be properly done. There are a number of sources available for guidance, however, I have placed as a document in document sharing a copy of several pages that address electronic sources.

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work

This may be an ideal time to remind the student that since this course is internet based (online), and since the student will have limited contact with the professor, I encourage each of you to take your time, class work and the deadlines or due dates very seriously.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

After clicking on to the eCollege page, under Student Support Services there is information on Student Online Course Drop Procedure, click on indicator for information on how to drop a class.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)**

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE/CALENDAR

Week One – June 2, 2014 – June 8, 2014

Read Chapters 1, 2, 3 from Hagan, *Crime Types and Criminals*

Remember that all assignments are due by Central Standard time (CST) 11:59pm unless instructed otherwise

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| Tuesday, 6/3 | Initial Presentation due |
| Wednesday, 6/4 | Comment One due |
| Thursday, 6/5 | Chapter Question due
Week One, due Thursday, June 5, 2014 by 11:59pm
How does the volume or amount of crime within the United States compare with other industrialized countries of the world? (Chapter 2) |
| Friday, 6/6 | Research Article 1- Exercise due
Don Martin et al., (2008). "Profile of incarcerated juveniles: comparison of male and female offenders." <i>Adolescence</i> 43(171):607-622.

Select only one of the below research article questions to answer, place in appropriate dropbox titled Research Article # 1 Exercise:
A. What type of experiences and characteristics did the authors identify as having been had or possessed by the male and female juvenile offenders who were incarcerated? In the process of answering this question can you foresee or predict (based on the information found within this article) how the life of these juveniles whether male or female will be?

B. The authors mentioned in the abstract of the article that knowing this information about the delinquents can help with future treatment and intervention. Although this is not the focus of this class can you hypothesize what steps ought to be taken by social agencies (such as school, church, even communities, perhaps law enforcement) to curtail the possibilities of delinquent activities increasing? Base your developed answer on the information presented in the article. |
| Sunday, 6/8 | Survey Correlate 1 due - <i>Family Background</i>
See page 6 & 7 of class syllabus |

Week Two – June 9, 2014 – June 15, 2014

Read Chapter 4 from Hagan, *Crime Types and Criminals* - Violent Crimes

Wednesday, 6/11 Comment Two due

Thursday, 6/12 Chapter Question due
 Week Two, due Thursday, June 12, 2014 by 11:59pm
 Discuss one facet (or type) of violent crime and explain how this activity feeds into the idea of America (at least a part of certain areas) being a “subculture of violence.” (Chapter 4)

Friday, 6/13 Research Article 2- Exercise due
 David M. Fergusson et al., (2005). “Show me the child at seven: the consequences of conduct problems in childhood for psychosocial functioning in adulthood.” *Journal of Child Psychology and Psychiatry* 46(8):837-849.

Select only one of the below research article questions to answer, place in appropriate dropbox titled Research Article # 2 Exercise:

A. In this article the authors did identify and substantiate how the “early conduct problems” did (do) assist in predicting one’s criminal activity in adulthood. The authors did name (identify) some specific criminal activities that an individual might engage in, your task is to further establish this bridge (connection, association, possibly a cause but the authors did not necessarily use this word) by discussing why these “early conduct problems” appear to be an ideal fit for certain types of crimes. You will have to employ information from this article to project (predict) the individual’s participation in a certain type of crime. Show creativity and ingenuity!

B. This article did identify some differences in the outcome of the impact of “early conduct problems” on males and females. Elaborate on some of those differences and employ your imagination (or learned social behavior) to explain why these differences occurred? You will have to do more than repeat the authors’ findings here, but go further to explain why these “early conduct problems” impact the genders (sexes) differently. You may not be a sociologist or psychologist, but some of that information may help you to develop a reply to this question!

Sunday, 6/15 Survey Correlate 2 due ***Gender (sex) & Age***
 See pages 6 & 7 of class syllabus

Week Three – June 16, 2014 – June 22, 2014

Read Chapters 5, & 10 from Hagan, *Crime Types and Criminals* - Property Crimes & Computer Crimes (pp.374 - 381)

Wednesday, 6/18 Comment Three due

Thursday, 6/19 Chapter Question due
 Week Three, due Thursday, June 19, 2014 by 11:59pm (**Answer only one of these**)
 The author addresses the range of property crimes. How or what

methods are used or should be used to combat the volume of these crimes? Be explicit and as detail as possible. (Chapter 5)

Computers seem to be an entirely new avenue for criminals to do their thing (commit crimes), what steps are being taken by our social control agencies to curtail the volume of these types of crimes? (Chapter 10)

Friday, 6/20

Research Article 3- Exercise due

L. Rowell Huesmann et al., (2002). "Childhood predictors of adult criminality: are all risk factors reflected in childhood aggressiveness?" *Criminal Behavior and Mental Health* 12:185-208.

Select only one of the below research article questions to answer, place in appropriate dropbox titled Research Article # 3 Exercise:

- A. It almost seems counter-intuitive, but according to the article on childhood predictor of adult criminality, the authors concluded "that parents who believed strongly in punishing transgression had boys who were more at risk for criminality," (p. 203) what was the authors' explanation for this occurrence and if that is the case then how would you as a member of a social service or law enforcement agency advise parents/guardians to handle boys who normally needed controlling or punishment? Your answer will have to go beyond simply stating what the author concluded.
- B. In addition to childhood aggression being a strong predictor of future criminality, the authors identified other variables that were significantly correlated with childhood aggression, what were some of those variables and elaborate on their impact toward future criminality?

Sunday, 6/22

Survey Correlate 3 due *Social Class (socioeconomic status)*
See pages 6 & 7 of class syllabus

Week Four - June 23, 2014 - June 29, 2014

Read Chapter 6 from Hagan, *Crime Types and Criminals* - White Collar Crimes

Wednesday, 6/25

Comment Four due

Thursday, 6/26

Chapter Question due

Week Four, due Thursday, June 26, 2014 by 11:59pm

In reference to white collar crimes, what have been the benefits and failures of having federal regulatory agencies? Describe at least one of these agencies and their duties. (Chapter 6)

Friday, 6/27

Research Article 4- Gerhard Blickle. (2006). "Some personality correlates of business white-collar crime." *Applied Psychology: An International Review* 55(2):220-233.

Select only one of the below research article questions to answer, place in appropriate dropbox titled Research Article # 4 Exercise:

A. How did the authors define hedonism? In the process of defining hedonism describe how this term was or can be associated with white-collar crime.

B. Explain why psychopathology is not associated with white-collar crime, according to this article. Based on the comments in this article about that concept then identify what type of crimes/criminals would psychopathology be associated with, hypothesize!

Saturday, 6/1

Research Paper due

Sunday, 6/16

Survey Correlate 4 due *Education (education attainment)*
See pages 6 & 7 of class syllabus

Week Five - June 17, 2013 - June 23, 2013

Read Chapters 8, & 9 from Hagan, *Crime Types and Criminals* - Organized Crime & Public Order Crimes

Wednesday, 6/19

Comment Five due

Thursday, 6/20

Chapter Question due

Week Five, due Thursday, June 20, 2013 by 11:59pm (**Answer only one of these**)

Why has organized crime been successful in the United States, and name at least one step that the United States law enforcement (especially at the federal level) has taken to handle or respond to the activities of organized crime. (Chapter 8)

Why has it been difficult or problematic for the establishing of laws, and enforcement of these laws in reference to curtailing those crimes viewed or described as “public order crimes? (Chapter 9)

Essay Exam Open (becomes available to complete)

Friday, 6/21

Research Article 5- Exercise due

Lara DePadilla, Molly Perkins, Kirk Elifson, & Claire Sterk. 2012. “Adult criminal involvement: A cross-sectional inquiry into correlates and mechanisms over the life course.” *Criminal Justice Review* 37(1): 110-126.

Select only one of the below research article questions to answer, place in appropriate dropbox titled Research Article # 5 Exercise:

- A. Interpret the following statement and use it to explain why there may be an increase of adulthood criminal involvement: "... street code thesis ... individuals living under these conditions may have few other options for survival, indicating a need to consider the larger economic, social, and political contexts that shape communities" (p.122).
- B. The article identified two dependent variables: nonviolent and violent crimes. Then it identified four independent variables: sociodemographic characteristics; family-of-origin factors; proximal processes; and current lifestyle and situation factors. Explain which of these independent variables were best associated with each type of crime (nonviolent and violent).

Saturday, 6/22

Essay Exam due to be placed in dropbox by 11:59pm
Objective Essay Exam becomes available at 12am

Sunday, 6/23

Survey Correlate 5 due ***Drugs (substance use/abuse)***
See pages 6 & 7 of class syllabus

Objective Essay Exam due to be complete by 11:59pm

Attachment A: Points to consider for maximum grade achievement in Research Paper

	75 - 70 points	69 - 45 points	44 or below points
	Very Good	Moderate	Poor/ Weak
Thesis / Argument	Clearly describes central issues or thesis Develops thesis with supporting arguments Well argued Critiques, compares multiple perspectives Interesting, original, thought provoking	General, weak thesis Straight-forward, somewhat simple arguments Thesis gets lost in paper Aware of only one perspective	Thesis or central themes unclear Central themes not explained from the beginning Poor arguments, little critical thinking
Organization			
Introduction	Clear thesis/ main themes Organization stated	Topics noted	Thesis unclear Organization unclear
Body	Makes substantiating arguments in support of thesis or main theme Connects and synthesizes complex ideas Detailed, with citations	Little organizational continuity Disjointed General, unspecific Little use of reading sources	No clear organization Repetitive Lacks detail No Citations
Conclusion	Draws conclusions about the argument Briefly summarizes body	A Summary; no conclusions Summary digressed from argument	Conclusion missing Summary unrelated to central argument
Evidence	Thorough, Detailed, Specific Numerous examples from reading and lecture materials	Moderate use of supporting evidence and examples Try to be more detailed and specific	Repetitive, General, Simplistic Incorrect examples, false data
Sources/ Citations	Thorough, critical engagement of relevant readings/sources Professional Journals and texts Numerous citations	Basic, simple use of reading materials Few citations Relies too heavily on internet or encyclopedias	Little use of assigned reading sources or outside research No citations Need Works Cited page Plagiarism! (automatic F)
Language / Mechanics Rhetorical Quality Grammar/ Spelling	Well written, clear, concise argumentation Clear paragraphs Grammatical writing Correct spelling No contractions	General, unspecific writing Awkward grammar, some grammatical errors Some spelling errors Use of conjunctions	Unclear, awkward, repetitive language