



COURSE SYLLABUS
CJ 530.01W - Seminar in Criminology
July 13, 2015 – August 16, 2015 (AP-CRIM)
Summer II 2015

Instructor:	Willie J. Edwards, Ph.D.
Office Location:	Ferguson Bldg., SS 217
Office Hours (virtual):	Mon - Thur. 10:00am - 11:00am
Office Phone:	903.886.5331
Office Fax:	903.886.5330
University Email Address:	willie.edwards@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Ronald L. Akers & Christine S. Sellers, 6th edition, 2012. *Criminological Theories: Introduction, Evaluation, and Application*. Oxford University Press.

Additional Readings:

Course Description:

This course examines crime and delinquency in America from several theoretical perspectives. This course provides an in-depth investigation into the major criminological theories that explain the causation, occurrence and development of criminal behavior. A wide spectrum of criminological theories are introduced and researched during this class.

Course Design:

This course is completely online, so a student ought to be determined to make use of the computer (having a working personal computer) and commit the appropriate time to completing the assignments. In this class we will digest a large amount of reading material that focuses on crime (committed by a juvenile or adult), information that addresses the reasons for such behavior whether in books or professional journal research articles, and develop skills that allow us to analyze, discuss and critique the information we digest. It is the intention of the professor through this course to broaden the students' knowledge pool of information pertaining to the explanations of criminal behavior. The design of the course is not only to expose students to more and diverse information but also to cultivate individual skills that will allow a student to address/write on a number of ideas motivated or grounded in the reading of an assortment of literature. We will accomplish the addressing and writing through discussions, through limited summations, homework assignments, limited research papers and in the completion of an essay exam.

Student Learning Outcomes (Core Competencies):

1. Student will be able to demonstrate critical thinking in reference to criminological theories introduced in the class and employ that skill to other criminological theories not introduced in this class
2. Student will be able to properly employ either the American Psychological Association (APA) or American Sociological Association (ASA) citation format
3. Student will display familiarity with criminological theories by being able to read and explain major ideas presented in professional research articles dealing with criminological theories

Student Learning Outcomes (Course Particular):

1. Student will be able to identify and summarize the theories or causalities of criminal behavior covered in this class
2. Student will be able to critique what he/she sees as the weaknesses and limitations of theories of criminal causation
3. Student will be able to summarize and analyze the contributions of the literature dealing with criminological theories

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 emphases 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 introduced criminological theories; that a student has learned how to critique and inquire about the focus of criminological theories; and can digest the professional literature that addresses criminological theories, 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, July 14, 2015) 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) Discussion (5 @ 25 pts. each, 125 pts.)

By performing this assignment the student will accomplish Student Learning Outcomes # 1 & 3 of the Core competencies, and Student Learning Outcomes # 3 & 4 of the Course particular.

Each student is expected to participate in the Chapter discussion by responding to idea(s) presented by the professor. One discussion, per week is required. The professor will post at least two statements or ideas reflecting some aspect of the chapter being studied for that week. **Discussions must be posted by Saturday of each week by 11:59pm.** Students may post earlier than the absolute due date if desired, but no later than the identified dates below. Where there are two chapters per week the student must only discuss one statement or idea of either chapter (do not discuss on both chapters). Each Chapter Discussion will be worth 25 points each. Late discussions will not be read or graded.

- Chapter Discussions must be posted by 11:59pm on the following dates:
 - (Week One) July 18, 2015 (Saturday) Chapter 1, Introduction to Criminological Theory
 - (Week Two) July 25, 2015 (Saturday) Chapter 5 Social Learning Theory, & Chapter 6 Social Bonding and Control Theories
 - (Week Three) August 1, 2015 (Saturday) Chapter 8 Social Disorganization Theory: Social Structure, Communities, and Crime, & Chapter 9 Anomie and Strain Theories
 - (Week Four) August 8, 2015 (Saturday) Chapter 2 Deterrence and Rational Choice Theories, & Chapter 7 Labeling and Reintegrative Shaming Theory
 - (Week Five) August 15, 2015 (Saturday) Chapter 14 Integrating Criminological Theories
- **Points to consider for maximum grade achievement:**
 - Posted discussions should be no less than 250 words.
 - Student must demonstrate he/she has read the chapter by employing

- criminological concepts and specifics from the chapter.
- In the discussion student must demonstrate an understanding of the information in the chapter by addressing it in detail fashion. A superficial discussion will not receive the maximum grade earnable.
- The discussion must be of graduate quality and contain detail information or analysis linking chapter material to critical appraisal of theories being presented.
- If sources are used then proper citations should be employed. If a source is used then a bibliography should also be provided.

(3) Chapter Outline of Designated Chapter (30 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 3 of the Core competencies, and Student Learning Outcomes # 1- 4 of the Course particular.

Each student must develop an outline of ONE of the following chapters. These will be chapters not covered by the professor either in lecture notes, power point or any fashion. Those chapters which a student may develop an outline of are:

- Chapters 3 - Biological and Biosocial Theories
- Chapter 4 - Psychological Theories
- Chapter 10 - Conflict Theory
- Chapter 11 - Marxist Theories
- Chapter 12 – Radical and Critical Theories
- Chapter 13 - Feminist Theories

Please select only ONE chapter of which to develop an outline. The purpose of this exercise is to expose the student to the information within the chapter, and to indirectly require the student to become familiar with the theories within that chapter he/she selected to outline. The outline should be a sentence outline, not a topic outline. Only highpoints, important points, or points that provide the most understanding of the theory(ies) in the selected chapter should be placed in the outline.

The Chapter Outline will be due by July 30, 2015 by 11:59pm (Thursday). Please place in appropriate dropbox titled Chapter Outline.

Example of Outline:

- I.
 - A.
 - 1.
 - a.
 - i.
 - ii.
 - 2.
 - 3.
 - B.
 - 1.
 - 2.
- II.

(4) Research Paper (50 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course particular.

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 theory, an area 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 August 10, 2015 (Week Five) by 11:59pm (Monday). The research paper should be placed in the appropriate dropbox.

For maximum point achievement: See Attachment A, page 15.

(5) Research Article (selected by student) Summary (40pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 2, and Student Learning Outcomes # 1- 4 of the Course particular.

Students are provided a format which must be used to summarize a research article selected by each individual student. The format for this assignment is attached to this class syllabus as Attachment B. See page 17. This research article must pertain to one of the criminological theories studied in this class. The summary is due on the date identified below by 11:59pm, and must be placed in the appropriate dropbox marked "Research Article Student Selected."

Research Article (selected by student) Summary due by August 1, 2015 by 11:59pm (Saturday).

- **Points to consider for maximum grade achievement:**
 - Format of summary followed as required

- Pertinent details of article present/presented
- Clarity exist in student's writing

(6) Essay Test (100 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course particular.

Students will sign into the course during Week Five (August 12-15, 2015) and take the essay exam. This test must be completed and place in the appropriate dropbox by August 15, 2015 by 11:59pm. Late work will not be accepted. This exam will also cover the class material presented to the student or read by the student 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, 5, 6, 7, 8, 9, & 14.

(7) Objective Test (100 pts.)

By performing this assignment the student will accomplish Student Learning Outcome # 1, and Student Learning Outcomes # 1- 2 of the Course particular.

Students will sign into the course during Week Five (August 16, 2015) and take the objective test over the entire course material that has been covered during the class. Students will be responsible for the following chapters on this objective test:

- Chapter 1, Introduction to Criminological Theory
- Chapter 2, Deterrence and Rational Choice Theories
- Chapter 5, Social Learning Theory
- Chapter 6, Social Bonding and Control Theories
- Chapter 7, Labeling and Reintegrative Shaming Theory
- Chapter 8, Social Disorganization Theory: Social Structure, Communities, and Crime
- Chapter 9, Anomie and Strain Theories
- Chapter 14, Integrating Criminological Theories

The student will have two hours to complete the objective test which will consist of one hundred multiple choice questions. The test must be completed by 11:59pm on August 16, 2015. 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 credit)	=	10pts
5 Chapter Discussions @ 25pts each	=	125pts
1 Chapter Outline for designated chapter	=	30pts
1 Research Paper	=	50pts
1 Research article summary	=	40pts
1 Objective Exam	=	100pts
1 Essay Exam	=	100pts
		Total 445pts

Grading Scale:

A	=	445 - 410 pts
B	=	409 - 379 pts
C	=	378 - 348 pts
D	=	347 - 317 pts
F	=	316 and 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 to 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.

I will particularly be close to my computer and telephone during what I have posted as my Office Hours – 10:00am – 11:00am Monday – Thursday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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:

Withdrawal from Class:

It is the student's responsibility to be aware of the rules or policies relating to withdrawal or "X." You are encouraged to follow the appropriate procedures of the university as they relate to this matter. I will be as helpful and understanding where possible, but please be aware that this professor does not like to give an incomplete as a grade.

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@tamuc.edu

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*).

A&M Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

Week One – July 13, 2015 – July 19, 2015

Chapter 1 – Introduction to Criminological Theory

Initial Presentation due by July 14, 2015, by 11:59pm (Tuesday)

Chapter 1 Discussion posted by July 18, 2015, by 11:59pm (Saturday)

Week One Discussion Question (select only one of which to post answer)

1. Criminological theories are systematically developed statements that explain some consistency or identifiable connection between variables (behavior in our case of studying crime or criminal behavior). Your task is to discuss as the author has introduced the differences between structural and social processes theories. Elaborate on theories, which theories can fit in each category and why. Are there any theories that may fit into both categories?
2. Discuss, elaborate on and/or interpret the following statement from Chapter One of Akers et al., *Criminological Theories*... “Criminological theory has implications not only for official public policy and programs, but also for what can be done informally in families, peer groups, neighborhoods, and communities...” (p. 10 of the 6th edition and p. 11 of the 5th edition).

Week Two – July 20, 2015 – July 26, 2015

Chapter 5 – Social Learning Theory
Chapter 6 – Social Bonding and Control Theories

Chapter 5 or 6 Discussion posted by July 25, 2015, by 11:59pm (Saturday)

Week Two Discussion Question (select only one of which to post answer)

3. There is a great deal of similarity and some differences between Sutherland's differential association theory and Akers' differential reinforcement theory, especially since both are declared or identified as social learning theories. Discuss the difference and similarities between these two theories and emphasize the social interaction that each theory points out.
4. After reading Chapter Six discuss why and/or how techniques of neutralization, containment theory, social bonding, and self-control theories are seen or placed within the social control paradigm or category. Emphasize the control variable or segment that each theory addresses. Do not simply describe each different theory, but discuss how each theory plays on or emphasizes the control aspect.

Week Three – July 27, 2015 – August 2, 2015

Chapter 8 – Social Disorganization Theory: Social Structure, Communities, and Crime
Chapter 9 - Anomie, and Strain Theories

Chapter Outline (students selecting one chapter from 3, 4, 10, 11, 12, or 13) due July 30, 2015 by 11:59pm (Thursday)

Chapter 8 or 9 Discussion posted by August 1, 2015, by 11:59pm (Saturday)

Week Three Discussion Question (select only one of which to post answer)

5. Akers and associates in the textbook explained that social disorganization may be seen in two forms influencing the crime rate or criminality – either as a result of “urban ecology, economic conditions... and rapid social change” (p.166 of 6th edition and p. 180 of 5th edition); and as a factor undermining informal social controls within the community. In either sense/view discuss (explain) how useful the social disorganization theory is in explaining the crime rate and criminality in today's society. Be succinct in your discussion.
6. Strain theory, regardless of whether its Merton's anomie or Agnew's general strain, appears to contribute much to the explanation of criminal behavior. Take both theories and contrast their contribution(s) to understanding the commitment of criminal behavior.

Week Four – August 3, 2015 – August 9, 2015

Chapter 2 – Deterrence and Rational Choice Theories
Chapter 7 – Labeling and Reintegrative Shaming Theory

Research Article (selected by student) summary due August 1, 2015, by 11:59pm (Saturday)

Chapter 2 or 7 Discussion posted by August 8, 2015, by 11:59pm (Saturday)

Week Four Discussion Question (select only one of which to post answer)

7. Based on our textbook authors' comments in reference to research on deterrence, and other available sources, discuss how useful is deterrence to stopping or reducing the volume of crime.
8. Having studied the labeling theory, now discuss how and why some researchers (i.e., Smith and Paternoster, 1990; p. 146 of 6th edition and p. 161 of 5th edition) suggest that the impact of labeling may really represent a "deviance-amplification model" (p. 146 of 6th edition and p. 161 of 5th edition).

Week Five – August 10, 2015 – August 16, 2015

Chapter 14 – Integrating Criminological Theories

Research paper due August 10, 2015, by 11:59pm (Monday)

Essay Test available August 12-15, 2015, must be completed by August 15, 2015 by 11:59pm (Saturday)

Chapter 14 Discussion posted by August 15, 2015 by 11:59pm (Saturday)

Week Five Discussion Question (select only one of which to post answer)

9. After digesting the various models of integrating criminological theories and being introduced to the goal of life-course criminology, your task is to discuss the possible connections or areas of similar thoughts found between these two ideological presentations. Do not simply discuss the two separate ideas found or formulated in both campus, but discuss where the two criminogenic orientations follow parallel ideas.
10. Discuss what you see as the advantages and disadvantages of employing an integrated explanation of criminal behavior. Be specific in employing ideas presented by the authors, this will also call for some inference based on your reading.

Objective Test available August 14, 2015, (Friday) must be completed by August 16, 2015, by 11:59pm (Sunday)

Attachment A: Points to consider for maximum grade achievement

	100 – 90 points	89 – 75 points	74-60 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

Attachment B: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, 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 summarize the article:

1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should probably identify these as headings, such as follows.

Focus, Purpose or Goal of Article

2. If a sample was used in the research then describe the sample and identify how it was collected or selected. If the article is a theoretical piece then there will be no sample and if that is the case then simply omit this area.

Sample

3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.

Findings

4. What conclusions did the author(s) draw or write in the article? So make this a conclusion session which should be different from the findings.

Conclusion

5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, crime profiling.

Article's Application