



**Dr. Stephen W. Verrill**

## **Course Syllabus**

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### ***CJ597-03W: Correlates of Crime and Crime Typologies - Spring 2018***

**Instructor: Dr. Stephen Verrill**

**Virtual Office Hours: I am available daily during weekdays by Email.**

**University Email Address: Stephen.Verrill@tamuc.edu**

**Personal Cell Phone:**

**I may be contacted by telephone on Mondays, 1:00 pm-6:00 pm Eastern time zone at (580) 230-8981. That is my cell phone. Please do not call at other times without an appointment. I do not respond to text messages.**

# 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 readings is comprised of articles selected from research journals.

### Course Description

This course allows students 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. Students 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. Students will use this class to study the variables/correlates whether they are called domains as identified by Kennedy et al., (2011) such as (a) background characteristics, (b) behavioral tendencies, (c) personality/attitudinal tendencies, and (d) intellectual abilities; or psychosocial by Elonheimo et al., (2009) 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).

#### References:

Kennedy, T.D., Burnett, K.F. & Edmonds, W.A. 2011. Intellectual, behavioral, and personality correlates of violent vs. non-violent juvenile offenders.” *Aggressive Behavior*, 7, 315-325.

Elonheimo, H., Sourander, A., Niemela, S., Nuutila, A., Helenius, H., Sillanmaki, L., Ristlari, T., & Parkkola, K. 2009. Psychosocial correlates of police-registered youth crime: A Finnish population-based study. *Nordic Journal Psychiatry*, 63, 292-300.

### Prerequisites

Please note that prerequisites for this course include 501, 568, 530, and 531.

Students who are registered for this class and who do not meet the prerequisites should contact the Director and Advisor of the MS in Applied Criminology program.

### Student Learning Outcomes

At the end of the course students will be able to:

1. Demonstrate critical thinking in reference to correlates of crime.
2. Employ knowledge gained about various types of crime through their writing, discussing, and commenting within the class and outside the class.
3. Properly employ either the American Psychological Association (APA) or American Sociological Association (ASA) format.

4. Display familiarity with the many topics associated with correlates of crime and crime typologies.
5. Identify and explain the importance of those correlates of crime studied in this class
6. Define and elaborate on the various types of crime either written or orally
7. 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
8. 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

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these outcomes through discussions/comments, papers, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

#### **Initial Presentation (10 pts., extra credit)**

The **Initial Presentation** is where every student must introduce himself/herself by the second day(no later than 11:59pm) 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

The Introductory post is due on

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

The **Comments** are those assignments where students write their ideas and they are seen or viewable 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

Comments are due by

**Chapter Questions (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 10 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

## Assignments

### **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.

### **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 that has been selected by the student which deals with the specific correlates that 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.

### **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 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.

### **Exam Essay(100 pts.)**

Students will sign into the course during Week Five and take the essay exam. This test must be completed and place in the appropriate dropbox by June 22, 2013 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.

### **Objective Exam(50 pts.)**

Students will sign into the course during Week Five (June 23, 2013) 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 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**

**Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.**

<b>Assignment Type</b>	<b># of Assignments</b>	<b>Point Value</b>	<b>Total Points</b>
Initial Presentation	1	10	10
Comments	5	20	100
Chapter Questions	5	20	100
Research Article	5	25	125
Exercise			
Survey of Correlates	5	50	250
Research Paper	1	75	75
Essay Exam	1	100	100
Objective Exam	1	50	50

**Total 810**

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale/grading schema for the course.

### **Total points possible for the term**

- 750-800 = A
- 699-749 = B
- 648-698 = C
- 597-647 = D
- ≤ 596 = F

**Grades will be available in the grade book so that students can track their progress in the course in ‘real time’.**

## **TECHNOLOGY REQUIREMENTS**

\* You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for eCollege 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 must 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.

\* You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

- Adobe Reader
- Adobe Flash Player

\* 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. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies. Copying and pasting, along with attaching/uploading documents for assignment submission, using email, and discussion boards, will also be required.

## **ACCESS AND NAVIGATION**

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to the following link:

<https://tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## Course Navigation

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

# COMMUNICATION AND SUPPORT

## Interaction with Instructor Statement

My primary form of communication with the class will be through Virtual Office Announcements or your official University Email. Any changes to the syllabus or other important information critical to the class will be disseminated in this way. It will be your responsibility to check the Virtual Office and your University Email regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect that window to start on the next business day.

## Virtual Office

Welcome to my office. This space is set aside for students to ask me course related questions. Place any questions or concerns about the course here and they will be answered within 24 hours on weekdays. Please do not ask questions of each other there. I have opened up the Student Lounge for that purpose.

## eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

**For assistance with the library:** To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

## Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto: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>.

### 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.

### Learner Support

Go to the following link to access the [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link to access the [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

## 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 [Criminal Justice web site](#) for more information.

### **Attendance Policy**

While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

### **APA 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) format. 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 and the sources listed below:

[www.apastyle.org](http://www.apastyle.org)

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

[www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

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

### **Late Work**

My position is that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner. Due dates and do dates are not necessarily the same day. However, I also do understand that sometimes there are circumstances that seem outside one's control that may impact timely submission of assignments. To that end, late Assignments and Late Initial Posts will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late Assignments and Initial Posts. Assignments or Initial Posts turned in more than one day late will not be accepted or graded. Please note that this policy

applies ONLY to Assignments and your Initial Posts. It does not apply to Peer Comments, nor does it otherwise extend beyond the end of the week.

I do not accept any work after the course has ended. My grading deadlines for the university are tight, and I am right out straight the moment a course ends getting everything graded. No grade can be submitted until all grades are ready, and I do not have the opportunity to manage late requests or wait for late submissions once the course has ended.

### **Drop Course Policy**

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

## **University Specific Procedures**

### **ADA Statement**

#### **Students with Disabilities**

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

#### **Nondiscrimination Notice**

Texas A&M University-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.

#### **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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

## COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

Please note that all discussions/comments/assignments are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule.

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

<b>Tuesday</b>	Initial Presentation due by 11:59PM CST
<b>Wednesday</b>	Comment One due
<b>Thursday</b>	Chapter Question due
<b>Friday</b>	Research Article 1-Exercise due
<b>Sunday</b>	Survey Correlate 1 due-Family background

**WEEK #2** Read Chapter 4 from Hagan, *Crime Types and Criminals*- Violent Crimes

<b>Wednesday</b>	Comment Two due
<b>Thursday</b>	Chapter Question due
<b>Sunday</b>	Survey Correlate 2 due

**WEEK #3** Read Chapters 5 & 10 from Hagan, *Crime Types and Criminals* –Property Crimes & Computer(pp. 374-381)

<b>Wednesday</b>	Comment Three due
<b>Thursday</b>	Chapter Question due
<b>Sunday</b>	Survey Correlate 3 due

**WEEK #4** Read Chapter 6 from Hagan, *Crime Types and Criminals* - White Collar Crimes

<b>Wednesday</b>	Comment Four due
<b>Thursday</b>	Chapter Question due
<b>Saturday</b>	Research Paper due
<b>Sunday</b>	Survey Correlate 4 due

**WEEK #5** Read Chapters 8 & 9 from Hagan, *Crime Types and Criminals* - Organized Crime & Public Order Crimes

<b>Wednesday</b>	Comment Five due
<b>Thursday</b>	Chapter Question due
<b>Saturday</b>	Essay Exam due Objective Essay Exam becomes available at 12am
<b>Sunday</b>	Survey Correlate 5 due