

Upper Iowa University
Independent Study Program

CJ 333-09 Criminology

COURSE DESCRIPTION:

This course is an analysis of various forms of crime, as well as various elements of the criminal justice system. The emphasis is on theories of crime and juvenile delinquency. Topics will include: street crime, organized crime, white-collar crime and the role of substance abuse in criminality and delinquency. Same as SOC 333. Prerequisite: SOC 110. Three semester credits.

COURSE OBJECTIVES:

1. Demonstrate knowledge of the nature and extent of crime and the theoretical approaches to the causes and prevention of crime and juvenile delinquency.
2. Differentiate between the various forms of crime in society.
3. Trace the social and political processes that have impacted philosophies and policies effecting crime and how the public views crime.
4. Analyze the criminal justice system, from the arrest of a criminal, through the court system and into the corrections system.

SKILLS:

- Demonstrate a knowledge of the fundamental differences between criminology and criminal justice
- Demonstrate an understanding of nature and extent of crime and juvenile delinquency
- Demonstrate the ability to read critically and be able to clearly articulate independent ideas as they relate to the material

REQUIRED TEXT:

1. Siegel, Larry J. Criminology 10th Edition 2009. Thomson, Wadsworth.
2. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: www.uiu.edu. Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select Independent Study for your location.

WRITING PROFICIENCY:

It is recommended that all papers and research are done in the APA style. We expect appropriate writing skills of proper grammar, punctuation, sentence structure, paragraph development, and logical sequence of thought in all written work, and exams.

It is recommended that all students purchase the APA guide/manual listed on the UIU website. Publication Manual of the American Psychological Association. \$27.00 new.

CITATION:

Encyclopedias of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing academic papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more reliable sources.

OTHER HELPFUL WEBSITES:

Research and Writing: <http://owl.english.purdue.edu/> . Contains tips on how to write a research paper.

Bartleby.com: www.bartleby.com/reference. This site has excellent references, such as *American Heritage Dictionary*, *Roget's Thesaurus*, *Elements of Style* and *Bartlett's Quotations*.

Britannica.com: www.britannica.com. Plug in any subject, get articles and related Web sites.

Google: www.google.com. This site is a great all-purpose search engine on the Web.

The Internet Public Library: www.ipl.org. A great site to start research and has reference, newspaper, and magazine links. Also contains archives of academic papers and tutorials on how to improve writing.

COURSE FORMAT:

Unit I Concepts of Crime, Law, and Criminology

Chapter 1	Crime and Criminology
Chapter 2	The Nature and Extent of Crime
Chapter 3	Victims and Victimization

EXAM 1

Unit II Theories of Crime Causation

Chapter 4	Rational Choice Theory
Chapter 5	Trait Theories
Chapter 6	Social Structure Theories

- Chapter 7 Social Process Theories
- Chapter 8 Social Conflict, Critical Criminology and Restorative Justice
- Chapter 9 Developmental Theories: Life Course and Latent Trait

EXAM 2

Unit III Crime Typologies

- Chapter 10 Interpersonal Violence
- Chapter 11 Political Crime and Terrorism
- Chapter 12 Property Crime
- Chapter 13 Enterprise Crime: White-Collar and Organized Crime
- Chapter 14 Public Order Crime
- Chapter 15 Cyber Crime and Technology

EXAM 3

Unit IV The Criminal Justice System

- Chapter 16 Criminal Justice: Process and Perspectives System
- Chapter 17 Police and the Courts: Investigation, Arrest, and Adjudication
- Chapter 18 Punishment and Correction

FINAL EXAM

COMPOSITION OF GRADE:

Exams 1-4	200 points
Units 1-4	<u>630</u> points
Total	830 points

EXAM AND ASSIGNMENT INFORMATION:

Each exam will have a combination of 40 multiple-choice questions worth 1 point each and 2 essay questions worth five points each for a total of 50 points per exam.

The worksheets completed for each chapter will also be a combination of multiple-choice and essay questions with each chapter being worth 35 points.

NOTE: In order to pass this course, you must get a passing grade (“D” or better), on at least one of the exams and have enough cumulative points to earn a passing grade.

GRADING DEFINITIONS AND CRITERIA

A= Clearly stands out as an excellent performer.

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of

an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example:

“A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

A - = Stands out as an excellent performer.

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example:

“A-” work should be of such a nature that it might be put on reserve for other students but with reservations; an “A-” should be considered a very high grade.

B+ = Grasps subject matter at a level considered to be very good.

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: “B+” work indicates a very high quality of performance and is given in recognition for solid work; a “B+” should be considered a high grade.

B = Grasps subject matter at a level considered to be good.

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a very good grade.

B - = Often grasps subject matter at a level considered to be good.

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

Example: “B-” work indicates very good performance and is given in recognition for usually solid work; a “B-” should be considered a good grade.

C+ = Demonstrates a just more than satisfactory comprehension of the subject matter.

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

Example: “C+” work represents above average work. A student receiving a “C+” has more than

met the requirements, including deadlines, of the course.

C= Demonstrates a satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

Example: “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

C - = Demonstrates a barely satisfactory comprehension of the subject matter.

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

Example: “C-” work represents below average work. A student receiving a “C-” has barely met the requirements, including deadlines, of the course.

D+=Quality and quantity of work is below average, but verging on acceptable.

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

Example: “D+” work is passing and approaches, but does not meet the average expectations.

D= Quality and quantity of work is below average and barely acceptable.

Accomplishes the most basic requirements of the course with below average skill.

Example: “D” work is passing by a slim margin and questions the student’s ability to succeed in more advanced coursework.

D - =Quality and quantity of work is well below average and marginally acceptable.

Accomplishes the most basic requirements of the course and executes them poorly.

Example: “D-“ work is passing, but strongly questions the student's ability to continue on with more advanced level of coursework.

F= Quality and quantity of work is unacceptable.

Academic credit is not earned for an F.

Grading Scale

Letter Grade	Percentage	Points Needed	Letter Grade	Percentage	Points Needed
A	100 - 93%	930 - 1000	C	77 - 72%	720 - 779
A-	92 - 90%	900 - 929	C-	71 - 70%	700 - 719
B+	89 - 88%	880 - 899	D+	69 - 68%	680 - 699

B	87 - 82%	820 - 879	D	67 - 62%	620 - 679
B-	81 - 80%	800 - 819	D-	61 - 60%	600 - 619
C+	79 - 78%	780 - 799	F	59 - 0%	0 - 599

Grades are based on a 1000 point scale. Reference grading scale above.

CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students’ work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person’s work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another’s published or unpublished work as one’s own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor’s discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2008/09 page 98.

http://www.uiu.edu/catalogs/eu/policies_1.html#conduct

ATTENDANCE:

Even though a student does not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it should be pointed out how important it is to keep yourself on a regular timely schedule if possible to complete and send in units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments and get them in by deadlines can become stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner.

LIBRARY RESOURCES:

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the campus is not feasible, you can access the library through the University's website. Go to: www.uiu.edu/library. **To request usernames/passwords for remote library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or [(563)425-5261, library weekend hours] or, email library@uiu.edu** by clicking on the link. Please be sure to include your student ID number to help verify that you are an Upper Iowa University distance learner. (Hint: consider requesting accesses BEFORE you need the service.) Library help sheets can be found on myUIU.

WITHDRAWAL:

If you wish to withdraw prior to the last day of the enrollment period you must contact the Independent Study office by phone or in writing. After your original six month enrollment period you no longer have the option to withdraw from the course. You must finish the course or have a final grade assigned based on the coursework submitted.

SPECIAL NEEDS:

If you require accommodation for special needs, please provide documentation to: Academic Advising Coordinator.

This syllabus is tentative and subject to change.