



Complete your degree online

SOCIOLOGY: Crime, Public Policy, and Criminal Justice

Dunham/Online) Syllabus

CLASS START DATE 06.01.15

Instructor: Carolyn S. Dunham, Ph.D (aka *Dr. D.*)

Office hours: daily, 9 am–8 pm Mountain Time

e-mail via Course Mail on course home page; messages checked several times a day

Exam times: Sundays, 7 am to 9 pm Mountain Time

E-mail: CSDunham@unm.edu.

Office hours: every day 24/7 via Course Mail

COURSE INFORMATION

Course description

SOC205.501 is the study of crime, the criminal justice system and crime-related public policy. Discussion of key criminological concepts, measurement of crime and delinquency, its distribution in society, victimization, public opinion, the criminal justice system, crime control strategies and policies.

(Prerequisite SOC101.)

Required Texts

Schmallegger, F. 2014. Criminal Justice: A Brief Introduction (10 Ed.). Boston: Pearson. ISBN0-13-300979-3 (978-0-13-300979-8)

Sacco, V. and Kennedy, L. 2002. The Criminal Event. Belmont, CA: Wadsworth. ISBN 13:978-0-534-52456-2 (10:534-52456-7)

NOTE: Be sure that the ISBN numbers for both texts that you purchase match the ones noted above.

Please note also that some chapter in the S (Schmallegger) text are shown as **reference chapters**. These chapters will not be covered in Exams, but are listed as sources of information that can be used for Papers and DBs.

Accommodation Statement

In accordance with University Policy 2310 and the Americans Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for accommodation. If the student presents documented physical or learning disabilities, please notify the instructor during the first week of class. If a student has special needs and requires accommodation in the classroom or other academic setting, it is his/her responsibility to contact the Office of Equal Access Services (505.925.8569), or (<http://www.unm.edu/~vcadise.equalaccess.htm>).

For extenuating circumstances such as extreme family emergencies (sorry, vacations do not count), contact the instructor preferably before a crisis absence, and never without valid documentation after the event. Computer issues are the student's responsibility and are not usually seen as a reason for late work.

Religious obligations and holidays:

Religious beliefs shall be reasonably accommodated with respect the requirements of this course. Please inform the instructor of these issues in advance to avoid any conflict.

Plagiarism

Your writing assignments must not be plagiarized, or copied. Whenever you make a blanket statement or generalization about something, the reader needs to know **how you know what you know**.

Plagiarism means using language and/or ideas without acknowledging their source. Plagiarism includes copying another student's papers or ideas, downloading and turning in papers from the Internet, copying passages from sources without proper documentation, or rephrasing an author's ideas and then presenting them as your new, original thoughts.

The instructor checks every Paper and as well as random DB responses using a 'similarity' checking service. When students' similarity scores (referred in this course as 's-scores'), this suggests that there has been some copying or incorrect citing and referencing in the paper. Therefore, it is very important that writers keep track of what phrases, ideas, etc., they may not be using proper APA citing and referencing rules. This is a great reason for writing a rough draft or two before submitting a final draft for grading.

This is also true in DBs, where students are asked to reflect on the readings assigned. All that is not original with the writer must be cited and referenced. Here is a sample:

I do agree that the government puts too much stock in the testing. In the reading by Nichols and Berliner, (p. 115), the authors suggest that a high-stakes testing climate develops and sends a message that the primary purpose of learning is to score well on the test. These tests may be important to the government to figure out what schools get more federal funding than the others.

I believe that the teachers should be able to teach and not prepare for the tests all of the time. Learning for children is supposed to be fun, not the repetitious and rigorous preparing for standardized testing to see how well the child does in math.

Nichols, S and Berliner, D. 2008. Testing the Joy Out of Learning, Educational Leadership. In Finsterbusch, K. 2014. Taking Sides: Clashing view on social issues. (17th Ed.) New York McGraw-Hill.

To learn how to avoid plagiarism, contact the instructor by e-mail, consult a tutor, or go to <http://library.acadiau.ca/tutorials/plagiarism>. If you would like more reading about plagiarism, The Owl at Purdue website offers sage advice: <http://owl.english.purdue.edu/owl/resource/589/01>.

If a student's s-score is in the higher range of scores, the student is notified by Course Mail immediately.

In a world of high stress and busy schedules, coupled with ample resources on the Internet, students may be tempted to just go to the Internet for 'answers.' Ignore that temptation! Because . . . if one does plagiarize, (s)he faces one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Students' actions may also be reported to the Division Chair of CHESS. Further disciplinary action, in addition to the actions taken for the plagiarism, may be taken based on the severity of the behavior.

The University considers plagiarism a serious form of academic dishonesty – stealing.

Good Manners Online

At no time – online or offline – is it acceptable to engage in any behaviors that “affect adversely the University’s educational function, to disrupt community interaction, or to interfere with the rights of others to pursue their education, to conduct their University duties and responsibilities, or to participate in University activities.” (UNM-Valencia 2012-1014 Catalog, p. 179).

Having said this, here are some basic guidelines for online work together:

- In Course email, students should address the instructor as *Dr. D.*, not by her first name.
 - Texting shorthand is unacceptable. Use real English and good grammar. By using good grammar and spelling, etc., writers show that they respect their own, their classmates’ and their instructor’s work.
 - Be considerate of the reader no matter how what (s)he has posted is upsetting. Flaming, personal attacks, or other inappropriate communication is NOT to be tolerated. If you’re reacting too strongly, wait awhile until you cool off before responding.
 - Be very careful about jokes online: something that seems like an innocent pun to you may be disturbing in some way to someone else.
 - Remember that when you write ALL CAPS, it implies SHOUTING. Use **boldface** and *italics* rarely because these imply sarcasm.
 - All DBs are meant to be exchanges that involve not just whether one agrees or disagrees, but also offering source support for one’s own opinion and encouragement to others in the course.
 - And, please – use spell/grammar/citations and references checks.
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LECTURES

Weekly Lectures are posted on the first day of every week. On the Wednesday of every Week a timed Lecture Quiz is for students between 7 pm and 10 pm MT. Lectures cover course material for the Week as well as as well as other information related to the Week’s work. Lecture Quizzes cannot be taken at any time other than the assigned times each Week.

DISCUSSION BOARDS (DBs)

DBs (identified in the Course Schedule on page 8 of this Syllabus WxDBx, with x relating to the actual Week) are posted on Mondays, and close on the following Sundays by 10 pm MT. DBs include from one to three questions to which students post an initial response for each question and then, according to the Grading Rubric, post up to three or more to other classmates’ posts.

With each DB announcement, a Grading Rubric is included to inform students about how the DB is evaluated.

DBs are posted and available for a specific time only because the topics to be discussed are not relevant to subsequent course work. DBs cannot be made up at a later time.

DBs are designed so that students can have some conversations with others in the class, and that they can find relationships between the readings, course concepts and what others in class post. However, whenever

students use information in the form of quotations or paraphrasing, the need exists to cite properly, using APA style guidelines. (See the the APA Style Paper #1 in Course Information.)

Late DB posts cannot be accepted after the DB due date because their purpose expires on the due date.

Always, always, ALWAYS cite words and ideas from sources other than the student's own thinking at all times.

See the section above, Plagiarism (lines 59-104, above) to understand why this is of great importance.

For ALL posts, whether initial posts or responses to others in the conversation, students MUST link their responses to something from our course readings, even if your response is made in agreement with the student to whom the post is made. Refer to 'DB posts and responses/Analysis, APA Style Paper, and Academic Honesty—It's a BIG Deal under the Student Resources tab in the Course Menu.

EVERY DB POST MUST include citations and references in order to achieve the DB's maximum points.

NOTE: IN ORDER TO EARN THE MAXIMUM POINTS FOR THE WEEKLY DISCUSSION BOARDS, STUDENTS MUST POST THEIR INITIAL POSTS BY 10 PM MT ON THURSDAYS EACH WEEK

UNM SOC 205 (Online/Dunham) DISCUSSION BOARD RUBRIC

Grade	Grading Criteria
18-20 A	<ol style="list-style-type: none"> 1. <u>Student includes a separate initial post for each thread for the DB.</u> 2. Posts include informed references to course materials. 3. Initial posts include proper citations within the text of the response. 4. Initial posts include a proper APA formatted reference at the end of the post. 5. Initial posts are on topic, original, and contribute to the quality of the discussion. 6. Responses to classmates' posts are clearly written. 7. <u>Three or more responses per thread to classmates</u> that are thoughtful and advance the discussion.
15-17 B	<ol style="list-style-type: none"> 1. See criteria #1, #3, #4, above 2. Responses make some informed references to lesson material. 3. Responses are generally clearly written. 4. <u>Three responses per thread to classmates</u> that are thoughtful and advance the discussion.
12-14	<ol style="list-style-type: none"> 1. Initial posts are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. 2. Initial posts and responses to classmates make vague or summary references to course material. 3. Responses have several mechanical or stylistic errors. 4. Response(s) to others do not advance the discussion.
9-11 C	<ol style="list-style-type: none"> 1. Posts and responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. 2. Responses make little or no references to course material. 3. No responses to classmates. 4. If there are two questions, student didn't respond to one.
8 and below	<ol style="list-style-type: none"> 1. Responses are off topic, lack originality, and lack any contribution to the quality of the discussion. 2. Responses make no references to course material. 3. Responses have several mechanical or stylistic errors.

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| | 4. Response is abusive or inappropriate.
5. Response is plagiarized.
6. Responses are missing.
7. No responses to classmates. |
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QUIZZES AND EXAMS

The **Syllabus Quiz** (found under the QUIZZES tab in the Course Menu; identified as **SQ** in grade book) is scheduled for the first Tuesday evening of the course from 7 pm to 10 pm MT. This is a timed quiz and cannot be made up.

Lecture Quizzes (found under the QUIZZES in the Course Menu; identified as **LQx** with x=week number) are scheduled for Wednesdays from 7 pm to 10 pm MT. These cannot be made up. It is a timed quiz.

Exams (found under the Exams tab in the Course Menu) are scheduled for Sundays in Weeks 1, 3, 5, and 7 from 7am to 10pm MT. The exams are posted under the main menu tab, EXAMS, on the course home page, and are identified as E1, E3, E5, and E7 in the course schedule. For each Exam, a specified number of minutes is allowed for completion.

PAPERS

There are four papers, THREE worth 50 earned points and one worth 75 points, due in this course. These are identified as W2 P2, W4 P4, W6 P6, and W8 P8, showing the week first, then the assignment number.

Each Paper Assignment clearly tells the materials to be covered in each Paper Assignment.

Papers assignments are posted under Papers on Fridays of the Week before they are due and are due by 10 pm MT on the Sunday of the week assigned. Late papers are absolutely due on the following Tuesday by 8:30 am MT), with the total possible points reduced to 85% of the original possible points (42) for on-time Papers.

Submit papers via Course Mail with this Subject Line: Lastname, Wx Px, where x stands for both the Week and the Paper numbers. Paper submissions with incorrect subjectlines will be sent back once for corrections and if this isn't corrected, there will be no credit for the Paper.

All papers are evaluated on the basis of specific Rubrics for each assignment.

The Grading Rubric shows how each Paper is evaluated. The Rubric includes instructions as to the length, as well as formatting, font, title pages, etc. The Rubric also tells you how to structure the contents of the Paper. It is wise to **read the rubric before you start putting your Paper together!!** All work must follow APA guidelines (Please note APA Style Paper, found under the Papers tab).

In addition, all Papers must have separate Title and References pages (please include the course name, the Wx Px information, the instructor's name, the student's name, and the due date on the Title page). The APA Style Paper shows how this should look.

For all Papers, the only sources students can use are the course texts and Lectures that are posted each week, and, of course one's own thinking on the issues. **DO NOT EVER** use other academic sources or non-academic sources (i.e., Wikipedia, newspapers, news magazines, internet news, cable news, etc.) in this course.

The rule of thumb for writing in this course is to read the course materials early in the week for which they are assigned. Work offline with a rough draft first, refine the draft, and

submit the work after you are sure the writing is clear, cited and referenced properly, with corrected spelling and grammar before submission

UNM SOC205 (Online/Dunham) RUBRIC FOR PAPERS

Grade	Grading Criteria
45-50 A	<ul style="list-style-type: none"> • <u>Introduction</u> - what is the paper about (thesis statement), summarize briefly the main points you want to discuss. • <u>Body of the paper</u> - (1) first point; (2) second point; (3) third point; and so on; try to keep the number of points you want to make down to 3-4 maximum, given the required length of the paper; for each point you are making in the Paper, provide at least two supporting details that are cited and referenced to support your point. You may use more than one paragraph for each point, but stay within the word count limitations. • <u>Concluding paragraphs</u> – restate the reason for the paper and briefly summarize the points discussed, and then comment on your personal opinions about the focus of the paper. • Use APA Guidelines for in-text citations and References Page. Cite all ideas and words you are using from your sources in your text (Author, page x) and list the source on your References Page. • <u>Do not use fancy Title Pages</u> but do format as directed above. • Always, always proofread and correct spelling and grammatical errors as you go along in your writing and again before you submit the Paper. It is sometimes a good idea to have someone through the UNM-V library look it over for you to assure you submit with zero errors. Note how the errors can affect your grade by looking over the Rubric above. • Papers should be 550-750 words in length. Margins should be 1" on all sides of the sheet. Use Ariel font, size 10. • Submit the completed Paper via Course Message as an attachment. Submit with the subject line 'your last name, Wx Px'.
40-44 B	<ul style="list-style-type: none"> • Contains a thesis statement and a minimum of three main points which refer to the points you plan to include in your essay. • Each main point includes two supporting details and evidence that supports those points. • Shows some original thought. • The writing style is generally appropriate to the assignment, fresh (interesting to read), accurate (no far-fetched, unsupported comments), precise (say what you mean), and concise (not wordy). • Contains few spelling, grammatical, or APA citation errors. More than five errors can result in a 5 point penalty.
35-39 C	<ul style="list-style-type: none"> • Thesis statement is unclear and either the three main points are not clearly developed, or only two strong points are presented. • While the organization is okay in some places, the overall organization of the outline is not effective. Shows little original thought. • Some points are incomplete, and the evidence supporting the points is not substantial enough. • The writing style is appropriate in places, but elsewhere language is vague and imprecise. • Numerous spelling, grammatical, or APA citation errors.

30-34	<ul style="list-style-type: none"> • Thesis statement is missing. Main and sub points are incomplete and some are missing. • The organization has multiple problems. • Shows little original thought. • There is no evidence supporting the points. • Writing style interferes with the development and clarity of the main points. • Numerous spelling, grammatical, or APA citation errors.
29 and below F	<ul style="list-style-type: none"> • It meets none or few of the assignment's guidelines. • The components outlined for a 'D' paper are not met.

GRADING

	Points each	Total Possible	% of total	GRADE	POINT RANGE
1 Syllabus Quiz	15	15	2%	A	720-648
8 Lecture Quiz	15	120	17%	B	647-576
8 Discussion Boards	20	160	22%	C	575-504
4 Exams	50	200	28%	D	503-432
3 Papers	50	150	21%	F	431 and below
1 Final Paper	75	75	10%		
	TOTAL	720	100%		

The key to earning the maximum possible points is to check for the next week's assignments on the Friday before the week they are due, and to begin reading at once. All of the work to be done in this course will be done on the basis of our readings and Seminars. It is wise not to put anything off to the last minute because this can lead to errors. There is no extra credit offered in this course. Please note that all course activities are dated, that is, there is an opening date and a closing date for every activity. Therefore, once the due dates have passed, students cannot access previous assignments.

COURSE MAIL

All correspondence between students and instructor is done using Course Mail from the menu on the left-hand side of the course home page. **Do not contact the instructor using LoboMail.**

When sending e-mail to either the instructor or to classmates, please use the following format:

In the Subject Line: your surname: why you are writing. (i.e., Dunham: W6 P6).

When replying to Course Mail sent by the instructor, and it's on the same topic, just click on the reply arrow and write.

As always, use correct grammar, spelling and punctuation.

It is highly recommended that students consistently use the spelling/grammar checking functions in your OS in order to send clear, concise messages. In addition, check the APA Style Paper (under Student Resources and under Papers) for formatting and citing purposes.

STUDENT RESOURCES

DB Posts and responses/Analysis
 APA Style Paper
 Academic Honesty – It's a BIG Deal!
 UNM Technical Support
 Office of Equal Access
 Online Writing Lab

UNM SOC205 Dunham Online COURSE SCHEDULE (rev. 05.15.15)

NOTE: for readings, S = Schmallegger text, CE = The Criminal Event text; DB = Discussion Board, L# = Lecture

Day	Date		Activities
M	June 1	WEEK 1	READ: S chapter 1 (reference chapter 2); CE chapter 1 LISTEN: W1 L1 Tuesday, June 2 nd : 7 pm – 10 pm MT: TIMED SYLLABUS QUIZ Wednesday, June 3 rd , 7 pm – 10 pm MT: W1 L1 timed QUIZ DB1 (closes 10 pm MT Sunday June 7 th) SUNDAY, June 7 th , 7am -10 pm MT: EXAM 1 , covers S text 1, 3, reference chapter 2; CE 1
M	June 8	WEEK 2	READ: S chapter 3; CE 2 LISTEN: W2 L2 Wednesday June 10 th , 7 pm – 10 pm MT: W2 L2 timed QUIZ DB2 (closes 10 pm MT Sunday June 14 th) SUNDAY, June 14: W2 P2 due by 10 pm MT
M	June 15	WEEK 3	READ: S chapter 4; CE 3 LISTEN: W3 L3 Wednesday June 17 th , 7 pm – 10 pm MT: W3 L3 timed QUIZ DB3 (closes 10 pm MT Sunday June 21 st) SUNDAY, June 21 st , 7am -10 pm MT: EXAM 3 , covers S 7, 9; CE 3, W2 L2 and W3 L3
M	June 22	WEEK 4	READ: S chapter 5 (reference chapter 6) ; CE 4 LISTEN: W4 L4 Wednesday, June 24 th , 7 pm – 10 pm MT: W4 L4 timed QUIZ DB4 (closes 10 pm MT Sunday June 24 th) SUNDAY, June 28 th : W4 P4 due by 10 pm MT
M	June 29	WEEK 5	READ: S chapter 7; CE 5 LISTEN: W5 L5 Wednesday, July 1 st , 7 pm – 10 pm MT: W5 L5 timed QUIZ DB5 (closes 10 pm MT Sunday July 5 th) SUNDAY, July 5 th , 7am -10 pm MT: EXAM 5 , covers S 7, 9, 10 (reference chapter 6); CE 3 and 4, W4 and W5 Ls
M	July 6	WEEK 6	READ: S chapter 9 (reference chapter 8); CE 6 LISTEN: W6 L6 Wednesday, July 8 th , 7 pm – 10 pm MT: W6 L6 timed QUIZ DB6 (closes 10 pm MT Sunday July 12 th) SUNDAY July 12 th : W6 P6 due by 10 pm MT
M	July 13	WEEK 7	READ: S chapter 10; CE 7 LISTEN: W7 L7 Wednesday, July 15 th , 7 pm – 10 pm MT: W7 L7 timed QUIZ DB7 (closes 10 pm MT Sunday July 19 th)

			SUNDAY, July 19th, 7am -10 pm MT: EXAM 7, covers S 10, reference chapter 8; CE 6, 7 and W6 and W7 Ls
M	July 20	WEEK 8	READ: S chapter 11 (reference chapters 12, 13) LISTEN: W8 L8 Wednesday, July 22nd, 7 pm – 10 pm MT: W8 L8 timed QUIZ DB8 (closes 10 pm MT Friday July 24th) FRIDAY July 24th: W8 P8 due by 10 pm MT

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