

12-75
UWACC - App 3/5/13
Senate - Info 3/26/13

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 265
Action AP-11/8/12

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Gabriela Wasileski Phone 724 357 3918
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

- Professor(s) Gabriela Wasileski Chair SSeduit 3/5/13
UWACC 10/29/2012
- Department Chairperson [Signature] 10/23/12
- College Dean [Signature] 10/25/12
- Director of Liberal Studies [Signature] 12/5/11

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

OCT 29 2012

Liberal Studies

WRITING SUMMARY – CRIM 394 Crime and Delinquency Prevention

CRIM 394 Crime and Delinquency Prevention is proposed for identification as a Writing Intensive course. The course is taught almost every semester and is listed as a controlled elective course (GRP B) for Criminology majors and minors. Class size is limited to 30.

There are four basic types of writing which occur in this class:

1. **CONSTRUCT MEANING THROUGH WRITING – SHORT WRITING EXERCISES.** Using appropriate comprehension strategies to identify key points from a lecture, defining key terminology, and understanding the basic conclusions and points of crime control/prevention programs identified from reading assigned peer reviewed publications; students will respond to various discussion questions related to crime control and prevention. Students will summarize the reading assignments, explain in writing the meaning of selected numerical or statistical data, and/or argue a crime control policy position using reasoning (ethics, cost benefits, crime reduction, etc.). Responses will be evaluated on demonstration of knowledge and understanding gained from class lectures, assigned readings, and evidence of critical thinking – clarity of arguments, and depth of insights from criminological theories. (20 points each x 5, total of 14.5% of final grade).
2. **WRITE TO INTERPRETE.** Students will write an essay related to Rational Choice Theory and crime control. Students must make logical and rational connections between the theory's unarticulated assumptions about human nature and the theory's articulated assumptions related to current crime control policies (Capital punishment, three strike policies, hot spot policing, etc.). The grade for this assignment is based on the student's ability to identify the components of Rationale Choice Theory in specific crime control policies, to include: depth of the discussion, flow of material, and the students' understanding of the relationship between theoretical ideology and 'real world' issues. The paper will comply with APA 6th Edition standards for grammar, punctuation, citations, bias language, spelling, in-text citations, and references. Paper length is 1000 words not including cover page or reference page(s). (100 points, 14.5% of total grade).
3. **PERSUASIVE WRITING – REASONING, ARGUMENTATION, PROOF.** Students will write an argument essay. Students will analyze competing and conflicting opinions about a current social issue related to the criminal justice system (e.g., abortion, zero tolerance policies, underage drinking, etc.). Students will then synthesize the competing or conflicting perspectives into a coherent, persuasive argument, identifying the strengths and weaknesses of both positions while clearly aligning with one side. The paper will comply with APA 6th Edition standards for grammar, punctuation, citations, bias language, spelling, in-text citations, and references. Paper length is 1000 words not including cover page or

reference page(s). After an initial instructor evaluation, students will have an opportunity to revise and resubmit. The assignment will be graded based on the knowledge about the topic, clarity of the thesis statement, and unbiased coverage of both the strengths and weaknesses of both sides of the issue (provides contrasting evidence and highlights inconsistencies in the logic and reasoning of both the supported and opposing arguments through using facts, statistics, quotes, or examples). Student must support their position with empirical evidence, explanations, and valid arguments. (100 points, 14.5% of total grade)

4. **WRITE TO ANALYSE AND TO REVIEW.** Students will select any crime control/prevention program and write a literature review of scholarly work related to the program. The students will identify and evaluate data, material, and sources for quality of content, validity, credibility, and relevance of any crime control program. The students will compare and contrast sources and findings, as well as generate summaries and explanations for all source materials. The literature review assignment will be evaluated based on sources used, introduction the theory/topic statement, directness and accuracy of source interpretation, body structure of the review, research question, clarity of writing and writing techniques, and citations/references. The paper will comply with APA 6th Edition standards for grammar, punctuation, citations, bias language, spelling, in-text citations, and references. Paper length is 1000 words not including cover page or reference page(s). After an initial instructor evaluation, students will have an opportunity to revise and resubmit. (100 points, 14.5% of total grade)

The Course Syllabus

CRIM 394 Crime and Delinquency Prevention (3 credits) FALL 2012

Instructor: Gabriela Wasileski
Office: Wilson Hall 106
E-mail: gwasi@iup.edu
Office phone: (724) 357 3918

Office Hours: M,W, F 10:00 am – 11:00 am and
12:30 pm – 1:10 pm (or by appointment)

Catalog Description

Examines various crime and delinquency prevention policies and programs. Topics covered will include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts, and research findings on program effectiveness. The importance of research design in evaluating prevention programs also will be considered.

Course Objectives

- ✓ Consider the significance of crime and delinquency prevention policies and programs, with an emphasis on issues and methods employed over the past 30 years;
- ✓ Examine the goals of various types of prevention programs operating in community, school, and family settings, as well as situational prevention efforts;
- ✓ Examine, compare, and contrast the characteristics of primary, secondary, and tertiary prevention approaches;
- ✓ Apply criminological theory to the topic of crime and delinquency prevention, in order to develop a deeper understanding of the links between theory and public policy;
- ✓ Examine evaluation research that has been carried out on prevention programs and also assess the effectiveness of these prevention efforts;
- ✓ Consider different types of research designs employed in evaluating prevention programs, in order to develop an understanding of the importance of scientific rigor in evaluating program effectiveness.

Required Text

John L. Worrall (2008). *Crime Control in America: What Works?* Second Edition. Pearson Education.

Several additional reading assignments dealing with specific crime prevention programs and criminological issues and theories are going to be distributed throughout the course. Additional readings will be available on the class website. Students should go to <https://moodle.iup.edu> to access information on the syllabus, assignments, and additional readings. To learn how to access Moodle go to www.iup.edu/moodle and on the right hand side of the web page click on *Getting Started with Moodle for Students*. Please note that you will log onto Moodle using the same login and password that you use for your IUP network account.

It is expected that students will be familiar with the assigned readings BEFORE coming to class. Since exams will draw on material from BOTH the lectures and readings, please do not ignore the latter. If you have any problems or questions about the assigned reading I welcome and encourage you to talk to me. We will also work through the main points of every reading in class, sometimes in groups.

Course Requirements and Grading Policy

The class has THREE major parts:

- Three In-Class Exams** - 300 points (43% of total grade)
- Five Short Writing Exercises** - 100 points (14% of total grade)
- Three Writing Assignments** – 300 points (43% of total grade)

THREE equally weighted exams will be given. *Each exam will be worth 100 points.* All examinations will be “closed book” “closed note” tests that require you to integrate materials covered in class discussions and in the reading material. The exams may be in the form of multiple choices and short answer. Each exam is non-cumulative.

FIVE short in-class or online writing exercises - Over the course of the semester, we will have five in-class writing tasks designed to facilitate a higher level of understanding of course material and to promote further learning. Typically, each student will require responding in writing to a question related to a specific topic.

Every writing exercise will be evaluated and awarded **up to 20 points**. However, be sure to be as succinct and clear as possible and to organize your contribution. Responses will be evaluated based on how well you address the issue being discussed and on the writing (i.e. grammar, appropriate punctuation, etc.).

Your writing should be **at least one full paragraph in length**, if not longer.

Please realize that regular class attendance will contribute to your success in the course. During class sessions we will discuss, clarify, and expand on the readings assigned for the course. Moreover, writing exercises and in-class group discussion will prepare you for the questions covered on the exams.

THREE additional writing assignments (each worth 100 points) will be distributed throughout the semester.

The written assignments will be take-home, and will give you an opportunity to apply concepts and ideas we learn throughout the semester. Your papers should be based on the class readings, class discussions, writing exercises, and – please note -- you are expected to consult and cite outside sources in addition to readings for the class. A detailed description of each assignment will be given two weeks before the assignment is due.

You will get a chance to rewrite either the persuasive writing assignment or the analysis writing assignment. The selection for which assignment to rewrite will be left to the student.

EACH writing assignment must be submitted through the online delivery system and must be WORD documents. NO printed, e-mailed or late submissions ARE ACCEPTED.

Grading

There are **700** possible points for the semester. All points will be totaled at the end of the semester, and grades will be computed as follows:

| | |
|-----------------|---------------------|
| 100% to 90% = A | 630 points and more |
| 89% to 80% = B | 629 – 560 points |
| 79% to 70% = C | 559 – 490 points |
| 69% to 60% = D | 489 – 420 points |
| 59% > = F | 419 or fewer points |

Class Policies

Course Etiquette

- Please arrive to class on time. If you arrive late, please be courteous to others, and enter as quietly as possible. Should you leave early (only when necessary) - notify me in advance.

- Our class will inevitably involve discussion, at some point, of sensitive topics. Please respect each other and the responses provided by fellow students and me during class discussion. You may not necessarily agree with what is being said by your classmates or me. In this case please express your disagreement in a polite way substantiating your position. This course will cover a number of controversial issues, and a healthy debate will only enrich our understanding of the subject.
- Please, once class starts, turn cell phone and/or pager off or silent them. Ringing cell phones have the potential to interfere with class work by breaking concentrations and disrupting the pace of the lecture.

Disabilities

Students are encouraged to inform the instructor at the beginning of the course if adaptations/accommodations are believed to be necessary due to a documented disability.

Academic Honesty

Any form of academic dishonesty will not be tolerated. The University’s rules on academic honesty are described in the university’s policy, see:
www.iup.edu/teachingexcellence/info/acadintegritys.htm

TENTATIVE SCHEDULE

The instructor reserves the right to make adjustments to the course schedule

| Date | Topic | Reading Assignment |
|------------------------------|---|---|
| Week 1 08/27 -8/31 | Course Overview, Identifying and Evaluating Crime Control Assignment for Discussion # 1 (assigned online is due on Friday August 30, 2012) | Chapter 1 See Moodle for the Assignment |
| Week 2 9/3-9/7 | LABOR DAY HOLIDAY (NO CLASS) Crime Control Perspectives How to Read Research Article and Class exercise about how to interpret the article | Chapter 2 Reading # 1” How to Read Research Articles” and Readings assigned to groups (Moodle) |
| Week 3 9/10-9/14 | Law Enforcement Approaches | Chapter 3 and 4 |
| Week 4 9/17-9/21 | Community Involvement in Policing Review for Exam | Chapter 5 |

| | | |
|-------------------------------|---|--|
| Week 5 9/24-9/28 | EXAM #1 Prosecutors and Crime Control | Chapter 6 |
| Week 6 10/1-10/5 | Legislation, Courts, and Corrections Assignment for Discussion # 2 (assigned online is due on Friday September 28, 2012) | Chapter 7 see Moodle for the Assignment |
| Week 7 10/8-10/12 | Crime Control in the Courts and Beyond | Chapter 8 |
| Week 8 10/15-10/19 | Sentencing | Chapter 9 |
| Week 9 10/22-10/26 | Probation, Parole and Intermediate Sanctions Assignment for Discussion #3 (assigned online due on Friday, October 26, 2012) | Chapter 10 See Moodle for Writing Exercise |
| Week 10 10/29-11/2 | Rehabilitation, Treatment, and Job Training Review for Exam | Chapter 11 |
| Week 11 11/5-11/9 | EXAM #2 Individual, Family and Household Crime Control | Chapter 12 |
| Week 12 11/12-11/16 | Crime Control in the Community and in Schools WRITING ASSIGNMENT (due 11/30) | Chapter 13 |
| | THANKSGIVING BREAK | |
| Week 14 11/26-11/30 | Reducing Criminal Opportunities through Environmental Manipulation | Chapter 14 |
| Week 15 12/3-12/07 | Juvenile Crime Control Review for Exam | Chapter 15 |
| Week 16 12/10-12/14 | EXAM #3 | |

SUMMARY CHART FOR WRITING ASSIGNMENTS

| | Number of Assignments | Number of Total Pages | Graded Yes/No | Opportunity for Revision | % of Final Course Grade |
|--------------------------------|------------------------------|------------------------------|----------------------|---------------------------------|--------------------------------|
| Short writing exercises | 5 | 4-5 | yes | no | 14 |
| Writing Assignments | 3 | 13-16 | yes | yes | 43 |

| EXAMS | Approx. % of exam that is essay or short answer | Anticipated # of pages for essay or short answer | Exam constitutes what % of final course grade |
|--------------|--|---|--|
| 1 | 40 | 2pp | 14.3 |
| 2 | 40 | 2pp | 14.3 |
| 3 | 40 | 2pp | 14.3 |

ASSIGNMENT SHEET

Writing Assignment # 1 ARGUMENT ESSAY (100 points)

September 26th (Wednesday by 11:40PM)

Description: This assignment is meant to give you an opportunity to discuss competing and conflicting descriptions of zero tolerance policies.

Questions:

1. **Program description and complexity of your argument.** In your paper discuss the principles behind crime control program, particularly zero tolerance, its goals and principles. Think about zero tolerance policing critically. What criminological theory provides basis for implementation of such crime control policy? Discuss what has led to zero tolerance policy I (social context). Why it became an issue and why the issue is affecting people. Examine the opposing arguments. Analyzing other perspectives on your topic has key advantages: you demonstrate a broad understanding of the issue and you can strengthen your position by comparing it to others.

2. **Program effectiveness.** The concept of zero tolerance policing should be supported by empirical research. Therefore, somewhere in your paper, use the insights from **three** academic journal articles to support your claim whether such program is an effective crime control policy or not. What has the empirical research revealed?
 - a. **Research wisely.** Use your library's subject-specific databases to find professional journals covering your topic. With a narrow and focused topic, searching should be a breeze. And use the "snowball" research technique: once you find a helpful source, look at its references/bibliography to get new leads on evidence for your paper.

- b. Utilize a variety of evidence types. In addition to quantitative research, utilize expert opinions—in the form of quotations or paraphrases—to provide varied and insightful support.
- c. Express your *judgment*, not your opinion. Be careful how you analyze the issue and organize your response. Forget about whether you're right and someone else is wrong; writing a good paper is not a competition. Instead, focus on your "line of argument"—how you develop your paper by integrating solid evidence, and demonstrating a solid understanding of the topic.

Technical details:

- You need to download your paper to Moodle no later than September 26th at 11:40pm. After that you will be not able to download your paper and late submissions will not be accepted.
- Your paper should be typed (3-4 pages, double-spaced with a 12-point Times New Roman font), with 1 inch margins top/bottom and 1.25 inches right/left. Please number the pages of your paper.
- Even though you will be evaluated on developed ideas related to the topic, you will also be evaluated on your grammar, punctuation and spelling. Make sure that your paper will have a proper structure as well (introduction, body, conclusion, and reference).
- Be sure that you will include in your paper reference list. Be attentive to the issue of plagiarism. Write in your own words, and give credit where credit is due.

| Grading | 100-90 POINTS | 90-80 POINTS | 80-70 POINTS | 70-60 POINTS | 60 AND LESS |
|-------------------------------------|---|---|--|---|---|
| Assignment | Student completely fulfills assignment requirements | Student completely fulfills assignment requirements | Student partially fulfills assignment requirements (almost all) | Student partially fulfills assignment requirements (almost all) | Student's work in no way relates to assignment |
| Thesis | Student's thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question | Student's thesis is a clear and arguable statement of position that answers a why or how question | Student's thesis is a clear, arguable statement of position | Student's thesis is an outline of points; it is not an arguable statement of position | Student's work does not have a thesis |
| Development | Student's paper demonstrates a logical, mature, and thorough development of points that support the thesis | Student's paper demonstrates adequate development of points that support the thesis | Student's paper demonstrates an adequate development of points that support the thesis | Student's paper presents a superficial development of points, many of which do not support the thesis | Student's paper does not present any evidence of development of points that support the thesis |
| Evidence: Analysis Synthesis | Student presents relevant and fully analyzed textual evidence to support the thesis. Student synthesizes textual evidence and points back to thesis statement | Student presents relevant and adequately analyzed textual evidence to support the thesis. Student makes an attempt at synthesis | Student presents relevant and partially analyzed textual evidence to support the thesis. Student makes an attempt at synthesis | Student's textual evidence is irrelevant and is not analyzed. Student makes no attempt at synthesis | Student provides no textual evidence to support the thesis. Student makes no attempt at synthesis |
| Opposition/ Refutation | Student clearly and fully explains opposition and persuasively refutes it | Student explains opposition and gives refutation | Student explains opposition and gives refutation | Student does not include op./ref. in paper | Student does not include op./ref. in paper |
| Citation | Student follows citation format. Includes proper footnoting technique, along with a complete works cited list. | Student follows citation format. Includes proper footnoting technique, along with a complete works cited list. | Student follows citation format. Includes proper technique, along with a partial/mediocre works cited list. | Student does not follow citation format. Does not include proper footnoting technique, works cited list is missing. | Incomplete or Missing |

Writing Assignment # 2 LITERATURE REVIEW (100 points)

October 31st (Wednesday by 11:40PM)

You can choose any crime control/prevention program (that we covered so far) to complete a three to four page literature review. The review will summarize:

1. the key points of a crime control/prevention program,
2. convey strengths and weaknesses of the program
3. discuss major areas of research about effectiveness of the program
4. provide summary of research findings and propose a future implementation of the crime control program

Technical details:

- You need to download your paper to Moodle no later than October 31st at 11:40pm. After that you will be not able to download your paper and late submissions will not be accepted.
- Your paper should be typed (3-4 pages, double-spaced with a 12-point Times New Roman font), with 1 inch margins top/bottom and 1.25 inches right/left. Please number the pages of your paper.
- Even though you will be evaluated on developed ideas related to the topic, you will also be evaluated on your grammar, punctuation and spelling. Make sure that your paper will have a proper structure as well (introduction, body, conclusion, and reference).
- Be sure that you will include in your paper reference list. Be attentive to the issue of plagiarism. Write in your own words, and give credit where credit is due.

| Criteria and Qualities | Low | Middle | High |
|---|--|--|--|
| Sources used | Information is gathered from fewer than 5 sources, or the sources are not grounded in primary research | Information is gathered from 5 to 8 sources grounded in primary research, most of them directly relevant to the topic. | Information is gathered from 9 or more primary resources, most of them directly relevant to the topic. |
| Introducing the crime control/prevention program | Neither implicit nor explicit reference is made to the topic or purpose of the proposal. | Readers are aware of the overall problem, challenge, or topic of the proposal | The topic is introduced, and groundwork is laid as to the direction of the proposal. |
| Accuracy of source interpretations | Review doesn't demonstrate that reading and accurate understanding of the sources before writing about them | Review demonstrates that sources were read, but level of understanding was partial or inaccurate. | Review demonstrates that sources were read and well understood before writing about them. |
| Body: Structure of the review | No or weak organization, with no logical sequencing or structure. | There is a basic organization and flow, but not all sections or paragraphs follow in a natural or logical order. | Well organized, demonstrates logical sequencing and structure. Transitions tie sections together, as well as adjacent paragraphs. |
| Research Question | Research question(s) could not be formed, or could be formed through the literature review but no question / hypotheses were stated. | Research question(s) are formed and developed throughout the literature review, but not clearly stated. | Research question(s) are formed through the literature review and clearly stated. |
| Clarity of writing and writing technique | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident. | Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Few (3) spelling, grammar, or punctuation errors are made. | Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made. |
| Citations/References: Proper APA format | Citation for the proposal did not follow APA format and was missing essential information. | Citation for the proposal followed APA format. But a few (2) errors in essential information were evident. | Citation for the proposal did follow APA format. Essential information was accurate and complete. |