

LSC # 27
 Action Appr.
12-13-90

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT.

- (X) Professor John J. Gibbs Phone 6244
 (X) Writing Workshop? (If not at IUP, where? when? _____)
 (X) Proposal for one W-course (see instructions below)
 (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL 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) John J. Gibbs
 Department Chairperson Robert J. Mutschers
 College Dean _____
 Director of Liberal Studies Chad [unclear]

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. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
 Please number all pages.

Writing Summary for CR 355 Crime in the Workplace

Crime in the Workplace (CR 355) is currently offered at least once a year. It is a course for criminology majors, and the majority of students are typically juniors and seniors. Class size is limited to 20 students.

The introductory class in this course will be devoted to discussing the importance of writing in (1) critical thinking and self-discovery, and (2) professional life. There will also be a discussion of the nature and purpose of each of the kinds of writing assignments described below.

There are four kinds of writing that will be required in this class:

1. Free Writes to Stimulate Thought and Discussion

These will consist of brief, unstructured, timed assignments to be completed in class. The topic typically will be an ethical issue linked to crime in the workplace that elicits fairly strong and diverse opinions. Topics might include drug and alcohol testing of employees, the powers of private police, honesty testing, restrictions on the authority of those employed by the government, and dumping toxic waste.

These spew writes or free writes will be used as a means to stimulate thinking and a mode to express feelings and opinions. The opinions expressed and issues that emerge in these pieces will be used as a starting point in class discussions which, it is hoped, will lead to a critical and systematic investigation of the issues and the enhancement of the students' critical thinking skills.

The free writes will not be graded. Students will have a point added to their final total for completing the assignment. There will be a total of at least 5 free writes distributed fairly evenly over the semester.

2. Prose to Clarify Understanding and Stimulate Questions

Students will be assigned on a rotating basis (1/3, 1/3, and 1/3) to write 1-2-page summaries of assigned reading. The piece should conclude with a section on (1) points made by the author, which in the student's mind, need clarification, and (2) questions and issues the author should have addressed but did not.

The purpose of these assignments is to help students to become more critical and focused readers and to distill and present clearly the main points in a piece they have read. These assignments also will help the professor in preparing lectures and leading discussions in that he will be able to determine which points need clarification or expansion.

Each student will complete five of these summary and clarification assignments. They will be worth twenty points each.

3. Writing for Evaluation

There will be two essay examinations--a mid-term and a final. In each exam the students will be asked to apply what they have learned to a hypothetical situation. Since a major emphasis in the course will be on the

concept-structured nature of situations and problems, a substantial part of each students essay should reflect the development of a sensible conceptualization of the problem and related issues.

The exams will be worth 50 points each.

4. Position Paper

Each student will be required to write a position paper on steps that should be taken in dealing with an important problem or issue. This kind of writing is important for our students because it the the kind of writing that those who succeed in the field will be expected to do in order to shape criminal justice policy.

Each student will meet with the professor a least once during the semester to report on progress and problems with the paper. Each student will be expected to submit a draft paper several weeks before the final paper is due, and meet with the professor concerning the draft before producing the final paper.

COURSE SYLLABUS

CR 355

CRIME IN THE WORKPLACE

DR. J. J. GIBBS

Course Description: This course is intended to introduce students to the major theoretical perspectives on and empirical studies of occupational crime and deviance. The emphasis in the course is on contextual, situational, and structural factors that shape opportunities for crime. Person-situation interactions also will be explored.

Required Books: Green, G. S. (1990). Occupational Crime. Chicago: Nelson-Hall.

Pizzo, S., Fricker, M., and Muolo, P. (1990) Inside Job. New York: McGraw-Hill.

Topic	Reading Assignment
The Importance of Writing for Learning and Professional Development	
The Concept of Occupational Crime	Green, Chapter 1
Counting and Recording Occupational Crimes and Criminals	Green, Chapter 2
Explanations of Occupational Criminality	Green, Chapter 3
Organizational Occupational Crime	Green, Chapter 4
State Authority Occupational Crime	Green, Chapter 5
Professional Occupational Crime	Green, Chapter 6
The Savings and Loan Crisis: An Example of Professional Occupational Crime	Pizzo, Fricker, and Muolo
Individual Occupational Crime	Green, Chapter 7
Sanctioning, Social Control, and Occupational Crime	Green, Chapter 8

Course Requirements: (1) Each student is expected to read the assigned chapter prior to the class discussion

of the corresponding topic, and each student is expected to participate in class discussion.

(2) Students will complete 5 in-class writing assignments. These will be "free writes" in which students will be asked to freely express views, opinions, thoughts, and feelings on a topic. One point will be added to total points on which the final grade is based for each student who completes the assignment

(3) Each students will be required to complete two examinations (50 points each). These will be essay exams in which students will be required to apply principle and methods learned in class and in the readings to hypothetical problem situations.

(4) Readings summaries for five chapters will be required of each student. In these summaries, students will be required to identify areas covered in the chapters that need clarification and areas that were not adequately covered. Each summary will contribute 20 points to the final total.

(5) Each student will be required to submit a position paper of no more than ten double-space pages on the criminal aspects of the savings and loan debacle. Students are expected to submit a draft and meet with the professor before producing the final version. The paper will contribute 100 points to the final total.

Grading: Grades will be assigned using the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or below

Make-up examinations will be available only to students who have a verified medical or family emergency. It will be the responsibility of the student who misses a test to schedule the make-up with the instructor. All make-ups must be completed prior to the end of the semester.

Grades will be based on examinations (33%), the summary writings (33%), and the position paper assignments (33%).

SAMPLE ASSIGNMENTS

1. Free Write

Write for 10 minutes on mandatory drug testing in the workplace. Don't worry about matters like grammar or style. Just express your thoughts and opinions as they come to mind. Keep writing continuously if you can.

2. Chapter Summary

Write one or two pages summarizing the main points in chapter x. Be sure to mention what you think the author's main purpose was in writing the chapter. In other words, is there a central message he or she is trying to convey? Is there a major theme or argument that shapes the chapter? What points in the chapter do you think need clarification? Are there any additional areas you think the author should have covered?

3. Essay Exam Question

You are hired as a consultant by a national retail chain to examine employee theft in the corporation and suggest solutions. They have given you a generous budget to conduct research if you wish.

What questions would you ask the management of the firm?

What kind of research would you conduct? What previous research would direct your effort?

What models of criminal behavior, theories of crime, or concepts of rates of offending would have bearing on your inquiry?

Given some of the prior research findings and expert opinions, what solutions would you suggest?

4. Position Paper

You have read an account of the savings and loan debacle in Inside Job. Given what you know about the criminal aspects of the crisis and professional crime, what steps would you take to deal with the current crisis and prevent or control such events in the future.

Your paper should include:

- A. A statement of the problem
- B. A summary of causes and/or correlates
- C. Description of plausible models or theories for explaining the problem
- D. A discussion of the fit between the model and the facts
- E. Suggested solutions and interventions

- F. Plan for implementation of solutions and interventions
- G. A discussion of the desirable and undesirable consequences of implementing suggested solutions and interventions