

LSC # 44  
Action Approved  
4-4-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Randy Martin Phone 5608
- (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) Randy Martin

Department Chairperson R. M. ...

College Dean Bill ...

Director of Liberal Studies Chad ...

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.



Dr. Charles Cashdollar, Director  
Liberal Studies Program  
352 Sutton

Dear Charles,

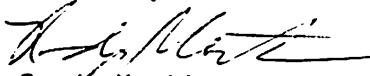
Attached is the modified version of my W Course proposal. Per our telephone conversation, I have tried to address the concerns of the committee through some minor changes and also through some clarifications. Please note that the total pages of writing assigned is (approximately) 20: the 2 page plagiarism paper; the 1 page critique summary (plus the rewrite); the 7 page draft of the critique; the 4 page formal critique; and, approximately 5-7 pages of free writes. These assignments account for 210 points: 25 for the plagiarism paper (plus 5 for the source validation check); 15 for the critique summary (plus 5 for the rewrite); 20 for critique draft; 100 for the critique; and, at least 40 for the free writes. As the projected point total is 410, writing assignments account for 52.5% of the grade. Of course if additional free writes are assigned, this percentage will increase.

Please note that while the draft and the formal critique are steps in the same process, they are viewed as being somewhat distinct and are considered to constitute two separate but related assignments. This seems legitimate in that the reorganizing, restructuring and rewriting of seven pages into four, taking into account a wide range of potential feedback, is a very different task from drafting a seven page paper.

I did not add essay questions to the exams as suggested in the memo from the committee. As I discussed with you in our telephone conversation, I do not believe that responding to essay questions on an in-class exam necessarily constitutes a quality writing experience. Consequently, I prefer to utilize that time to pursue other kinds of writing. Also, I am quite confident that the amount and quality of the writing experiences included in the proposal are sufficient; it does not seem likely to me that essay questions on exams will add significantly to the overall experience.

I trust that the modifications and clarifications have addressed the concerns of the committee. If further information or clarification is needed, please contact me. Thank you for your assistance and consideration in this matter.

Sincerely,

  
Randy Martin

## **Writing Summary for CR 400, Criminological Theory**

Criminological Theory (CR 400) is a required course for all Criminology majors that is typically taken during the junior or senior year. It is offered every semester, and class size is currently limited to 25-30 students. If the course is to be offered as a W course, it does seem that the enrollment should be reduced to a maximum of 20.

While this course has clear content goals, it also provides an ideal forum for stimulating and developing writing and other cognate skills. The importance of developing good communication and critical/analytical thinking skills will be discussed in detail during the first class meeting, along with the need to exercise such skills in order to improve them. The course has five interrelated goals which are listed below:

1. exercise and thereby improve student critical and analytical thinking skills
2. exercise and thereby improve student writing skills
3. provide the student with a solid background in the major theoretical perspectives in criminology
4. help the student to develop an appreciation for different ways of knowing and thinking
5. help the student develop an appreciation for science as a creative process

The course will utilize a mixture of required writing assignments and objective examination to address these goals. There will be both formal and informal writing assignments that will be completed both in and out of class. The writing assignments are described below:

### **Out-of-Class Assignments**

There will be three formal assignments that will be completed out of class. The first is a two page, mini-research paper describing plagiarism and how it can be avoided. The purposes of the plagiarism paper are: to clear up any confusion about plagiarism that the students may (and often do) have; to introduce the student to the writing process early in the semester, in a relatively nonthreatening manner; and, to familiarize the student with the APA system. It should be noted that a source/formatting validation check assignment accompanies this paper (see the course outline for details). The mini-research paper is worth 25 points.

The second formal assignment will be develop a one page summary of the critique section from one of the chapters in the text. The are two primary goals for this assignment: get the student to take a close look at a critique; and, provide the student with some practice in organizing and summarizing information. The paper is worth 15 points. After it has been evaluated the student will be required to rewrite the paper using the feedback provided. The rewrite is worth up to an additional 5 points. Both components of this assignment are directly relevant to third formal assignment, which is discussed below.

The third paper is to be a well written and detailed critique of one of the theories from the class. The critique is to be based primarily (but not necessarily exclusively) on the published empirical evidence. The basic

purpose will be to discuss the results of the research (and address the related issues) in order to assess the general validity and value of the theory and/or the specific validity (utility) of its central concept(s). The critique must be based on the data/information from at least five articles which have been published in refereed journals. The sources used must be properly cited in the text of the paper and appropriately listed in a reference list. The paper must comply completely with the APA (3rd ed.) format for publication.

The critique will provide practice in critical and analytical thinking and in presenting one's thoughts and conclusions in a coherent and professional manner. Being able to critically assess theory and research is an important component of the scientific enterprise, and such skills may also generalize to other aspects of an individual's life. The process of developing ideas and from those producing the formal critique will also provide considerable practice in a variety of skills associated with good writing. The final critique is worth 100 points.

As a prelude to turning in the formal critique, the student must submit a draft of their paper. The draft must be at least 7 doubled-spaced, typed pages, excluding the reference list and any tables, graphs, etc. It must be properly typed, cited, and referenced according to APA (3rd ed.) formats. The draft will be read and returned to the student with general comments. At that time the student may schedule a conference to further discuss the paper, if he/she so desires. If a draft is not turned in, the final critique cannot be submitted. The purpose of requiring that the draft be submitted is to assist the student in producing a quality final paper, while providing experience with the revision process. In terms of the writing, the draft is considered to be more of an informal assignment; feedback will be provided, but no formal evaluation will be made (ie. no writing score). The general content of the draft critique will, however, be evaluated, and up to 20 points will be awarded.

### **In Class Assignments**

There will be two or three in-class free writes which will be completed as part of the preparation for writing the formal critique. A free write provides a chance to think and write informally about a given subject, issue, etc. and highlights the relationship between the flow of ideas and the writing process. One free write will last approximately 20 minutes and will ask the students to describe what a critique actually is and what it is supposed to do. This free write, in conjunction with the critique summary discussed above, will be used to help students identify the key elements in a critique and to provide practice in critical and analytical thinking. It will also serve as a guide to class discussion. At the appropriate time(s), there will be one or two short free writes (5-10 minutes) asking the student to take stock of where she/he is in the process of preparing the critique, what remains to be done, etc. These will help the student stay abreast of the process and provide gentle nudges to keep after the paper.

In addition there will be several free writes on comparing and contrasting different theoretical perspectives, and some asking the student to identify the major strengths and major weaknesses of a given theory and to justify his/her assessments. All free writes will be collected at the end of class and a standard number of points will be awarded for their completion. As

these are informal assignments, no additional grading will be done. The free writes will also serve as vehicles for generating and enhancing class discussion. There will be at least 7 free writes over the semester totaling a minimum of 40 points.

All of the written assignments have relevance to the production of a well thought out and well written critique, while also providing exercises in the skill areas targeted in the course goals. Specific content goals will be further assessed with four objective exams.

## COURSE OUTLINE - THEORETICAL CRIMINOLOGY

**Professor:** Randy Martin

**Office:** Wilson B-1

**Phone:** 5608 (2720 to leave message with secretary)

**Office Hours:**

**Course Goals:** There are five basic things that I hope we will accomplish in this course:

1. exercise and thereby improve your critical and analytical thinking skills
2. exercise and thereby improve your writing skills
3. provide you with a solid background in the major theoretical perspectives in criminology
4. help you to develop an appreciation for different ways of knowing and thinking
5. help you develop an appreciation for science as a creative process

**Texts:** Criminological Theory by Williams and McShane (1988), Englewood Cliffs, NJ: Prentice Hall. Criminological Thought: Pioneers Past and Present, by Martin, Mutchnick, and Austin (1990), New York: Macmillan Publishing Company.

The Williams and McShane book offers a good, succinct summary of the major theoretical perspectives and of the prominent theories representing them. It will be used to provide a general structure and foundation for the course. Criminological Thought consists of 15 chapters focusing on major pioneers in the development of criminological thought and theory. Readings from this book will provide additional detail on the theories and on those who developed them.

**Exams:** There will be four unit exams worth 50 points each. They will be all objective, consisting of true/false, multiple choice and matching questions. All exams will be announced at least one week in advance. The exams will focus primarily on lecture and class discussion material, but you are responsible for all reading assignments as well. There will be a comprehensive exam given during finals week for anyone needing to make up one of the unit exams.

**Written Assignments:** There will be several writing assignments, in and out of class, some of which are formal and some informal. If you miss an in-class assignment, you will only be permitted to make it up if you can provide documentation for a legitimate, excusable absence (as defined in the Student Handbook). The responsibility for completing all writing assignments is yours. Some of the writing assignments are discussed below and some others will be described later in class.

1. Mini-paper on Plagiarism (0-25 points)

You will develop a 2 (typed) page paper completely and clearly defining plagiarism. You must use at least three sources, only one of which can be a dictionary. (You may never use an encyclopedia as a source in the class.) The sources must be properly cited in the text of the paper and appropriately presented in a reference list, according to the formats outlined in the Publication Manual of the American Psychological Association (3rd ed.).

## Written Assignments (cont.)

There are several copies of the APA manual in the reference area of the library. This assignment is due on \*\*\*\*\* \*\*, 1991. No papers will be accepted after the beginning of class on this date. You must turn in your paper and a xeroxed copy of it. If this assignment is not completed, your critique will not be accepted!!

### 2. Source Validation and Format Check (0 or 5 points)

On \*\*\*\*\* \*\*, 1991 you will submit a 3x5 note card containing your name, one sentence copied directly from one of the sources that you will use for your plagiarism paper (properly cited according to APA), and the complete reference for the source in proper APA format. The cards will be collected and randomly distributed to the class. Upon receiving one of your classmate's cards, it will be your responsibility to check the formatting of the citation and reference and to verify the accuracy of the sentence. Note any formatting mistakes that are made and copy from the source the sentence immediately following that presented on the card, to verify that it was located. You will then print and sign your name at the bottom of the card and turn it back in on \*\*\*\*\* \*\*. You will receive the points upon completion of both components of the project. The cards will then be returned to their originator so that corrections (if needed) can be made in the citation and referencing in the plagiarism paper before it is submitted.

### 3. Critique Summary (0-15 points)

You will develop a one typed page summary of the **content** of the critique at the end of one of the chapters in the Blue Book. The specific chapter will be assigned and further details will be given later.

### 4. Critique (0-120 points)

Your final assignment will be to produce a well written and detailed critique, based primarily (but not necessarily exclusively) on the published empirical evidence, of one of the theories covered in Units II, III, or IV. The basic purpose will be to discuss the results of the research (and address the related issues) in order to assess the general validity and value of the theory and/or the specific validity (utility) of its central concept(s). The critique must be based on the data/information from at least five articles which have been published in refereed journals. The sources used must be properly cited in the text of the paper and appropriately listed in a reference list. Do not use any footnotes. The paper must comply completely with the APA (3rd ed.) format for publication.

It is expected that papers will not in any way be plagiarized. If plagiarism is detected, the person responsible will be failed for the course! Basically, plagiarism is presenting the words and/or ideas of another as your own. (This of course includes having someone else write a paper for you.) What this means is that, whenever you are presenting an idea that you have taken from another source, you must cite that source. If you are using the specific words of another then you must designate those words as a quote and completely cite the source (see the APA manual, pages 107-111 for examples).

## Written Assignments (cont.)

It is also plagiarism to misattribute information to a source, so be careful to keep your sources straight. We will talk more about plagiarism when that assignment is returned to you. If, after this discussion, you still feel unsure about what plagiarism is then you should come to see me.

A few other comments are in order at this time. While it is imperative that you do not plagiarize, it is also important that YOU do your own writing. This means that it is not appropriate to string together quote after quote; use quotes sparingly. It is equally important to understand that changing an adjective around here or there or leaving out one word now and then is not paraphrasing. Read the material, digest it, think about what it means and how it fits with what you are trying to say, and then write it in your own words. Also, do not be afraid to draw your own conclusions or offer your own interpretations when appropriate. Feel free to discuss with the professor your choice of theory and/or the sources that you intend to use, at any time.

As this is a major and important assignment, we will pursue it in several steps:

3a. The critique summary assignment will provide an opportunity for close examination of a critique and will also give you some practice in summarizing information.

3b. A series of in-class free writes will be completed as part of the process of preparing to write the formal critique. A free write provides a chance to think and write informally about a given subject, issue, etc. We will use the free writes to help us identify the key elements in a critique and to practice thinking critically and analytically. The specific nature of this informal writing assignments will be described when the times come. Points will be awarded for their completion.

3c. By \*\*\*\*\* \*\*, 1991 you must submit a 3x5 card with your name, the theory that you have chosen, and complete references for three sources that you intend to use. Of course, you should feel free to discuss your choice of theories with me at any time. **If a topic card is not turned in the final critique assignment will not be accepted.**

3d. During late \*\*\*\*\* and early \*\*\*\*\* , we will have one or two short free writes (5-10 minutes) relating to describing where you are in the process of preparing your critique, what remains to be done, etc.

3e. On or before \*\*\*\*\* \*\*, 1991 you will submit a complete draft of your critique. The draft must be at least 7 doubled-spaced, typed pages, excluding the reference list and any tables, graphs, etc. It MUST be properly typed, cited, and referenced according to APA (3rd ed.) formats. I will read the draft and return it to you with general comments as quickly as possible. At that time you may schedule a conference with me concerning your paper, should you so desire. If you do not submit a draft, you cannot submit a formal critique. No points will be assigned for the writing, but up to 20 points will be awarded for the general content.

3f. The formal critique is worth 100 points and is due on or before \*\*\* \*, 1991. No papers will be accepted after the beginning of class on this date. You will receive additional information about the final paper when the



## **Written Assignments (cont.)**

drafts are returned. The critique will be evaluated based on both content and writing. Content refers to the completeness of the coverage of the topic, the use of appropriate sources, etc., but it also refers to creativity of thought and the clear expression of legitimate, well founded and supported conclusions and interpretations. Writing refers to the organizational structure of the paper, the readability, the flow of ideas, sentence structure, grammar, spelling etc.

### **4. Other Assignments**

There are only three formal assignments (plagiarism paper, critique summary and the critique). However, in addition to the informal assignments discussed above, we will have several other in-class free writes.

Please note that all of your assignments must be delivered to the professor, in person, by you, unless alternate arrangements have been made in advance.

**Grading:** Grades will be computed on a straight ten-point scale (90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 59% or lower = F). Your grade will be computed by dividing your total points by the total possible.

**Attendance:** Obviously, it is in your best interest to attend class regularly and to get involved in class discussions. Attendance will be taken and attention will be paid to class participation. These factors will be subjectively applied at the end of the semester in cases where one is close to the next higher grade. In other words, no direct penalties will be assessed against anyone for not attending (although one might miss an in-class writing assignment, and it certainly may affect one's educational experience and performance on exams), but if you have a good attendance and participation record, you will get the benefit of the doubt if it's close.

**Class Discussion:** You are expected to come to class fully prepared to discuss that day's material. This means that you **must do the reading** and keep up. If everyone makes an effort to get involved in the discussions, the class will be more enjoyable and productive for all of us, and I won't get cranky.

**Help:** I am willing to help whenever you feel that you are in need of it. Do not wait until it is too late! (Get help early and avoid the end of the semester rush.)

**Academic Dishonesty:** I do not expect this to become an issue, but the policy is quite simple. Any act of academic dishonesty will result in immediate failure for the course. Further action would depend on the specific circumstances.

## SYLLABUS

### Unit I

- Chapter 1, Introduction, red book
- Chapter 2, The Classical School, red book
  - Cesare Beccaria (chapt. 1), blue book
- Chapter 3, The Positive School, red book
  - Cesare Lombroso (chapt. 2), blue book
  - Sigmund Freud (chapt. 4), blue book

### Exam I

---

### Unit II

- Chapter 4, The Chicago School (Sociological), red book
  - Robert Park (chapt. 5), blue book
- Chapter 5, Differential Association, red book
  - Edwin Sutherland (chapt. 7), blue book
- Chapter 6, Anomie Theory, red book
  - Emil Durkheim (chapt. 3), blue book
  - Robert Merton (chapt. 9), blue book

### Exam II

---

### Unit III

- Chapter 7, Subcultural Theories, red book
  - Albert Cohen (chapt. 10), blue book
  - Lloyd Ohlin (chapt. 11), blue book
- Chapter 8, Labeling Theory, red book
  - Howard Becker (chapt. 14), blue book
- Chapter 9, Conflict Theory, red book
  - Richard Quinney (chapt. 15), blue book

### Exam III

---

### Unit IV

- Chapter 10, Social Control Theory, red book
  - Walter Reckless (chapt. 8), blue book
  - Gresham Sykes (chapt. 12), blue book
- Chapter 11, Social Learning Theory, red book
- Chapter 12, The Future of Criminology, red book
  - Closing Thoughts, blue book

### Exam IV

---

Each unit will take approximately 3-4 weeks.

### DRAFT ASSIGNMENT SHEET

The draft of your critique must be turned in on before \*\*\*\*\* \*\*, 1991. It must be at least 7 doubled-spaced, typed pages, excluding the reference list and any tables, graphs, etc. The draft must be properly typed, cited, and referenced according to APA (3rd ed.) formats. I will read the draft and return it to you with general comments as quickly as possible. After reviewing my comments, you may, if you so desire, schedule a conference with me to further discuss the critique paper. Remember, if you do not submit a draft, you cannot submit a formal critique.

### CHECKLIST

This MUST be filled out and ACCOMPANY your draft.

- 1. My paper is at least 7 double-spaced typed pages in length.
- 2. I have consulted at least 5 articles from refereed journals and have included information from all of them in this draft.
- 3. I have properly cited all material drawn from outside sources.
- 4. All of the sources cited in the text of my paper are properly listed in the reference list.
- 5. I have consulted the APA manual on proper formatting of citations, referencing, etc.
- 6. I have proofread this paper, paying attention to content, grammar, spelling, sentence structure, etc.

## FORMAL CRITIQUE ASSIGNMENT SHEET

The formal critique is to be turned in, along with the draft and this sheet, on or before \*\*\* \*, 1991. It is to be at least 4 but no more than 5 double-spaced, typed pages in length, excluding the reference list and any tables, graphs, etc. It MUST be properly typed, cited, and referenced according to APA (3rd ed.) formats. If it does not comply with APA (3rd ed.) standards, points will be deducted from the score. If there are not at least five appropriate sources in the reference list that have been cited in the paper, five points will be deducted for each cited source that it is short. If the paper is not at least four pages or exceeds five pages in length, five points will be deducted for each page, or portion thereof, that it is short or long. All deductions will be made after a score has been assigned.

### CHECKLIST

This MUST be filled out and ACCOMPANY the final paper.

- 1. I have read and fully understand the above paragraph.
- 2. The draft is attached to the final paper.
- 3. My paper is at least 4 double-spaced typed pages in length.
- 4. My paper does not exceed 5 double-spaced typed pages.
- 5. I have utilized and properly cited at least 5 articles from refereed journals.
- 6. All of the sources cited on the text of my paper are properly listed in the reference list.
- 7. Only those sources cited in the text of the paper are included in the reference list.
- 8. I have consulted the APA manual on proper formatting of citations, referencing, etc.
- 9. I have proofread this paper at least twice, paying attention to content, grammar, spelling, sentence structure, etc.
- 10. I have had at least one person (other than myself) proofread this paper for grammar, spelling, sentence structure, etc.