

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 175
Action approved
10-9-96

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor W. Timothy Austin Phone 2720
- Writing Workshop? (If not at IUP, where? when?) IUP - Summer '96
- 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) [Signature]

Department Chairperson Mark E. McNamee

College Dean [Signature] 8/23/96

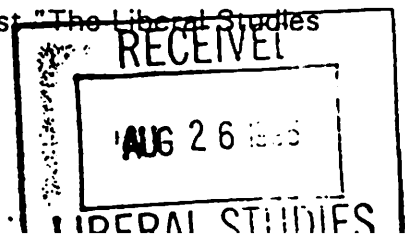
Director of Liberal Studies Debbie Richardson 10-9-96

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"?



2. 2

WRITING SUMMARY—CR 400 "Theoretical Criminology"

CR 400 (Theoretical Criminology) is required of all criminology majors. On occasion, but rarely, a non-major might enroll in the course as an elective. Generally, only juniors or seniors register for the course although periodically less advanced students find the course desirable. The course is limited to 25 students.

The course will incorporate 4 styles of writing activity.

1. **WRITING TO STIMULATE THOUGHT.** Following brief class discussion of crime related issues, students will write (while in class) an impromptu essay in response to a provocative question. For example, "Could Robinson Crusoe commit a crime while alone on the island?" The essay will be one page, handwritten with minimal concern of grammatical style and structure. The essays will be turned in at the end of the class to be reviewed (with written comments) by the instructor. Four such exercises will be conducted during the Summer session (about one each week). Each student must choose 2 of the essays to be revised, grammatically polished, and typed before submitting for grading the last week of class. Essay length will remain one page but double-space typed for the final copy. {combined essay grades equal 20% of final grade}. Criteria for evaluation will include judgments of creativity, theoretical relevance, accuracy and professional style.

2. **WRITING TO INTEGRATE LEARNING.** In order to allow students to demonstrate ability to organize the theoretical portion of a research project, each student will write a 6 - 8 page proposal {double-space typed}. This assignment will force students to craft a written project using minimal verbiage but at the same time, require students to establish and explain through writing the theoretical relevance of their topics. Also, the paper will demand a succinct review of relevant literature {approximately 2 pages} directly pertinent to their topics. Drafts of the paper will be reviewed before submitted for grading. {40% of final grade}. Criteria for evaluation will include judgments of creativity, theoretical relevance, accuracy and professional style.

3. **WRITING FOR EVALUATION.** A mid-term and final examination will require several styles of written questions designed to appraise a student's ability to explain and synthesize class activities and reading materials. For example, the examination will allow for students to demonstrate ability to accurately and concisely explain the relevance of varied concepts in theoretical criminology {approximately 10 concepts requiring 5 lines of explanation}. Also, each examination will require the integration of information in essay format (2 questions each requiring approximately 2 pages hand-written). Students may choose 2 of 3 essay questions. {combined exams equal 30% of total grade}

4. **NOTE TAKING.** Double-entry or two notebooks will be required of students. The notebooks should reflect both clear and accurate class notes as well as information extracted from required reading material. Each set of notes should demonstrate clarification and/or augmentation of the other. Class notes will be briefly reviewed by the instructor. {10% of final grade}. Criteria for grading includes depth, clarity, and accuracy.

COURSE OUTLINE
THEORETICAL CRIMINOLOGY (CR 400 W)
{Writing Intensive}
2nd Summer Session

Professor: Dr. Timothy Austin
Class location: Walsh 203
Office location: Walsh 209
Office hours: Daily from 12 - 1 PM & 30 minutes after each class
Course credit: 3 credits
Pre-requisites: For criminology majors/minors or permission of professor)
Course description: {from catalog} A review and critical analysis of the major criminological theories beginning with the Classical School. Biological, psychological, sociological, economic, and political theories will be explored.

Texts: (required):

1. Martin, Randy, Robert J. Mutchnick, W. Timothy Austin. Criminological Thought: Pioneers Past and Present. New York: Macmillan, 1990.
2. Williams, Frank P. and Marilyn D. McShane. Criminological Theory. Macmillan, 1988.

Papers on Library Reserve:

1. ~~occasionally~~, copies of articles may be placed on reserve in the library.

Examinations: A mid-term and final exam will be administered during the Summer Session. Exams will require in-class written responses to include brief definitions of terms and concepts and essay styled responses.

Other projects requiring writing:

1. Impromptu essays: Following brief class discussion of crime related issues, students will write (while in class) an impromptu essay in response to a provocative question. The essay will be one page, hand-written with minimal emphasis upon grammatical style and structure. The essays will be turned in at the end of the class to be reviewed (with written comments) by the instructor. Four such exercises will be conducted during the Summer session (about one each week). Each student must choose 2 of the essays to be revised, grammatically polished, and typed before submitting for grading the last week of class. Essay length will remain one page but double-space typed for the final copy.

2

2. Research paper: Each student will select a topic from a list of provided by the professor and will write a 6 to 8 page research paper. Papers will be due the last day of class. Details of the style of the papers will be discussed in class.

+6
8

ungraded
+2

3. Notes: Double-entry or two notebooks will be required of students. The notebooks (or entries) should reflect both clear and accurate class notes as well as information extracted from required reading. Class notes will be briefly reviewed by the instructor.

? exams
+2

Determination of Final Grades: Final grades will be determined by assessing the following categories:

1. Mid-term exam:	15%
Final exam:	15%
Brief impromptu essays	20%
Research paper:	40%
Notes:	10%
<hr/>	
Total:	100%

not enough
pages

Course Objectives:

1. To examine the various concepts and theories used by the behavioral scientist in attempting to understand and explain deviant and criminal behavior.
2. To emphasize the historical, interdisciplinary, and cross-cultural nature of criminological theory.
3. To examine the relationship between theory and research as crucial features in scientific inquiry and research design.
4. To explore several elements of the justice system as they pertain to criminological theory.
5. To highlight the relationship between criminological theory and society (real-life situations).
6. To encourage the use of, stimulate interest in, and provide opportunity for writing as a essential skill in criminological theory. ✓

Course Calendar/Topical Outline:

1st Week Jul 13 - 16	Orientation to course; basic concepts {deviance, crime, delinquency, etc.} Diversity of explanations; responsibility and crime; factors impacting on crime rates.
2nd Week Jul 20 - 23	Social disorganization; modernization and crime; alienation; family as a controlling mechanism; youth as criminogenic feature; learning theory; neutralization;
3rd Week Jul 27 - 30	Anomie theory; ecology & crime; sub-cultural conflict; ecology theory & crime; social control theory; mid-term exam (Jul 30);
4th Week Aug 2 - 6	Social construction of deviance; conflict theory
5th Week Aug 9 - 12	Informal social control; peacemaking Final exam: tba { }

Cheating/Dishonesty: The university policy on academic integrity, as outlined in the undergraduate catalog, will be strictly followed.

Note: Students should be careful to remain informed of any changes in reading assignments or dates. Any adjustments will be announced in class. Additionally, students are responsible for reading assignments even if the assignments are not fully discussed during regular class periods.

CR 400
Exam # 1

Name _____
Spring, 1992

I. MATCHING: {Place appropriate number in the left column. There is only one best response.}

- | | |
|------------------------|-----------------------------------------|
| ___ capriciousness | 1. throwback to early animal form |
| ___ a priori | 2. the "will" of the community |
| ___ Kitty Geniviese | 3. "without norms" |
| ___ idle time | 4. reason why crime normal |
| ___ python | 5. etiquette |
| ___ "future shock" | 6. self-sacrifice |
| ___ cultural lag | 7. without prior experience |
| ___ gemeinschaft | 8. hyperglycemia |
| ___ atavism | 9. treating children as stock |
| ___ altruistic suicide | 10. extreme apathy |
| ___ a nomos | 11. compulsory education |
| ___ progress | 12. porcupine |
| ___ woodshed | 13. problem adjusting to changing norms |
| ___ folkways | 14. baby-boom |
| ___ Twinkie Defense | 15. behavior outrunning norms |

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II. Clearly explain the relevance of the following to criminological theory.
Provide examples when appropriate! WRITE OR PRINT CLEARLY

1. "idle time" theory: _____

2. Fluctuating economies from personal to impersonal styles: _____

3. "Garden of Eden" syndrome: _____

4. Three ways to conceptualize "anomie"? _____

5. "warning light" syndrome: _____

6. Education as a crime deterrent: _____

7. The Human Zoo: _____

8. "delayed gratification of adult status": _____

9. "housing shortage": _____

10. Stomach ulcers: _____

Liberal Studies Office
352 Sutton Hall

DRCHRDSN
X 5715

October 4, 1996

To: W. Timothy Austin, Criminology Department

From: Darlene Richardson, Director

Subject: Type I Writing Approval

At its October 3, 1996, meeting, the Liberal Studies Committee approved your application to be a Type I Writing Professor provided that you increase the amount of writing the students do in the course. Students must write the equivalent of 15-20 typed pages and we thought that students in CR 400 would write about 12 pages. Please send me a revised syllabus indicating an increase in the number of pages of student writing. In addition, the Committee recommends that the syllabus which you submitted, CR 400 Theoretical Criminology, be made more generic, that is, less tied to a summer session framework.

Type I approval means that you may teach any course you wish as writing-intensive provided that the course is taught following the criteria for writing-intensive. We based our approval in part on the syllabus for CR 400 Theoretical Criminology. If you decide to teach another course as writing-intensive, we would appreciate a copy of that syllabus.

Thank you for helping improve our students' writing skills.

Copies: Mark McNabb, chair, Criminology
Brenda Carter, dean, College of Humanities and Social Sciences