

Maryville University Course
Syllabus
SOC/CRIM 326-1M
UNDERSTANDING VIOLENT CRIME
Blended WEC
Spring 2010
W 6:30-9:20 PM
KERN 3121



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Blended learning format:

This course is a “blended” or “hybrid”, which means that “seat time for this course is reduced: part of the regular class meetings will be in the classroom, while some will take place on the D2L Web site. The purpose of a course organized in this fashion is to give you more time and flexibility for in-depth reading, reflection, and discussion of topics.

Course Description

This course is an examination of violent crime through a multi-disciplinary perspective. Students will be involved in an active and interactive learning experience of past and present research derived from academic scholars to criminal justice policies.

Course Objectives

- 1.) To acquaint the student with the broad spectrum of disciplines centered on the explanations of violent behavior.
- 2.) Promote critical thinking about violent criminal behavior and challenge the student to think beyond what the media presents.
- 3.) To understand the complex avenues that influence human behavior.
- 4.) At the conclusion of this course, students will be able to describe violent human behavior through a diversity of paradigms.

Textbooks

Riedel, Marc. And Wayne Welsh. 2002. *Criminal Violence: Patterns, Causes, and Prevention*. Los Angeles, CA: Roxbury Press (2nd).

Also, several journal articles will be incorporated into the sessions. These will be placed on reserve at Maryville's library under the title of **CRIM/SOC 326-01**.

Meeting

In class (**F2F**) 01/13, 01/20, 02/03, 02/10, 02/24, 03/03

Online: (**D2L**) 01/27, 02/17

Pre-assignment

Please have read Chapters 1 & 2 prior to our first meeting.

Course Breakdown

Mid-term and Final Exams	20%
Quizzes	20%
Online participation and discussion	15%
Reaction Papers	25%



Blended Learning Class

Students entering into this type of learning environment should be adjusted to the following:

Computer Hardware:

*Using a PC or Mac connected with Hi-speed (DSL, cable, etc.) Internet

Computer Software:

*Internet Explorer or Firefox Web browser is required

*A basic understanding of Microsoft Word 2007 or earlier, Microsoft Excel, and PowerPoint.

*Software plug-ins such as Adobe Acrobat, Windows Media Viewer, NET

Required Computer Skills:

*Use Maryville's D2L site by having your student login and password available.

*Familiarize yourself with Maryville's **D2L site** <http://learn.maryville.edu>.

You should be comfortable posting discussion, reading /replying feedback, placing homework in the 'Dropbox' taking course quizzes, etc.

*Read, generate, receive, cut and paste and send attachments by email manage and locate your files.

Student Expectations of Instructor

We will have a **D2L** demonstration on the first night of class to ease students into this blended class. Also, students can locate a "Using **D2L**" guide on the **D2L** site under "**Student Tools**." Students can expect the instructor to provide support and cooperation through the journey of a blended class. I will answer you emails in a

timely fashion (see ‘cyber hours’) helping you with questions or problems. Here are a few important numbers:

IT Help desk: (314) 529-9506

ADA Support: Maryville University offers accommodations and support for students with documented disabilities as defined by the Americans with Disabilities Act. Please contact the director of the Academic Success Center located in the University library for help. (314) 529-6850. This office offers peer tutoring as well as help with writing skills. To make an appointment with a University mentor call (314) 529-9228.

Instructor Expectations of Students

First and foremost, **I expect ALL work to be completed and submitted on time.** If you are experiencing technological problems with your home computer, there are many facilities that offer available computers, such as your local library or the campus computer lab. No excuses that you were unable to meet the requirements outlined in this syllabus. It would be in your best interest to find the closest public library to your residence since an excuse regarding a non-functioning **computer will not be accepted.** If there is question regarding the content of this class or the protocol in using the discussion board, bring it to my attention immediately. Secondly, you should make yourself familiar with the D2L site and feel comfortable enough to start an online class especially checking D2L



daily for “News” updates.

Please take the initiative to explore the site and the various applications. Lastly, typical class discourse will be conducted in discussion forums found under the course title. Since the discussion forum is essential for exchange of ideas and opinions, all students will be expected to participate.

Meeting Criteria

Since this class is designed as a hybrid learning session, we will meet in class and online. Typically, this course is set up in an 8 week session. We will have 6 **(F2F)** ‘face-to-face’ meetings leaving the remaining 2 meetings to be conducted online. Please retain a copy of your course syllabus for face-to-face and online meeting dates/times. Please coordinate your work in an effort to stay on task with the syllabus outline regarding readings and assignment due dates. Also, in the past I have had students actually plan their vacation or family-time during the course of a semester. I strongly suggest that you curtail your holidays until after the semester or during **recognized** breaks. Please refer to the “Attendance” section of this syllabus.

Attendance and Discussion/ Participation:

Attendance: First and most importantly, refer to Maryville University's Student Catalog 2009-2010 for attendance policy. Due to the amount of material covered and class discussions; participation is expected on a regular basis. If you encounter an exceptional circumstance and cannot attend class, only those students who contact the instructor prior to class will be excused. Students that miss a session are expected to obtain class notes from **fellow students**. If you are ill or have a family emergency on the day of testing (in class), you are expected to contact this instructor via e-mail or through the department secretary to convey your situation. **If you do not do so, you may take the exam at a later date with the stipulation that your test grade will be dropped by one letter grade.** With our advancing technology of inter-communication via e-mail and cell phones, there should be no excuse for failing to contact the instructor.



Attendance and participation are vital in all classes in order to enhance learning. **The maximum allowable numbers of absences (excused or otherwise) for this class is ONE. If a student misses two classes he/she will receive an "AF" (Attendance Failure). Further "being absent" shall be defined as missing 30 minutes or more of any one class. As such, arriving late and/or leaving early may result in an absence. Failure to participate in the online class sessions during the assigned time period(s) will result in an absence. Due to the reduced class meetings, the one-absence (excused or otherwise) policy is strictly enforced.**

Discussion/ Participation The student is expected to vigorously participate in joint discussions, offering creative ideas for discussion, and to immerse themselves in question-answer discourse. To accomplish this, the student must be fully engaged in the assigned readings and be willing to actively expound on the assignments. I will be posting **3** 'discussion questions' that is worth **15% (D2L)**. Please have respect for your classmates. Remember this is a new learning environment for everyone; be patient.

So, you may be asking yourself, "What I should be doing when we are not scheduled to meet face-to-face?" You should be reading/writing, posting discussions and using our online recourses to help you with your work. You will also be posting your work asynchronously, exchanging emails and ideas regarding the selected topic, post questions/comments online. Please review the following outlined criteria.

Wednesday 01/27 & 02/17, we meet on-line as a virtual class. During this time we will be engaging in a ‘virtual’ classroom discussion which may be new to the student who has never ‘blogged’ or ‘chatted.’ Here are a few suggestions for on-line communication. (aka Netiquette).

- 1) Introduce yourself when you enter a room by typing your name
- 2) Please avoid using abbreviations or ‘chat’ lingo.
- 3) We will attempt to stay on one topic at a time so not to confuse me and other participants.
- 4) Messages should be short and to the point.
- 5) Give people time to respond with their comments and questions. Pose a question, and then give the other student time to respond since they (like me) may not be as fast a typist as you. As a courtesy, you should also only ask a single question in each message and acknowledge the person’s answer when they do respond.
- 6) No shouting. AKA uppercase messages appear aggressive and are derived as ‘shouting to the recipient.
- 7) Remain polite and non-judgmental
- 8) Pay attention. If a person has taken the time to request a live chat with you; give them your attention.
- 9) Be respectful. Maintain a professional discourse regarding the topic considering that we are culturally diverse with personal difference that should be respected.
- 10) Please do not use custom fonts, text sizes and colors.
- 11) At the end of the conversation, we will summarize the discussion and points; ask the other people if they have additional questions and if not, thank them for their time.

***See page 6 for criteria**

CRITERIA	EXCELLENT	GOOD	AVERAGE	POOR
Timely discussion and contributions	5-6 postings well distributed throughout the week	4 postings well distributed through-out the week	3 postings well distributed throughout the week	2 or fewer postings and /or postings not well distributed throughout the week
Responsiveness to discussion and demonstration of knowledge and understanding gained for assigned reading	Very clear that readings were understood and incorporated well into responses	Somewhat clear readings were understood and incorporated into responses	Postings have questionable relationship to readings	Not evident that readings were understood and/or not incorporated into discussion
Adherence to online protocols	All online protocols followed	1 online protocol not adhered to	2-3 online protocols not adhered to	4 or more online protocols not adhered to
Points	9-10	8	6-7	5 or less

Interaction with Classmates

CRITERIA	EXCELLENT	GOOD	AVERAGE	POOR
Responsiveness to fellow students postings	Responded to 2 or more classmates' postings with scientific significance relevant to the topic	Responded to 1 classmates' postings with scientific significance relevant to the topic	Responded to 1-2 classmates' postings without applying scientific significance	Failure to interact with any other student posting by the due date
Points	4-5	3	1-2	0

Quizzes: Students are responsible for completing readings as well as assignments **on time**. There will be **4 quizzes**. All work **MUST BE** submitted on time and grammatically correct. I will not accept late work or work that is rushed and sloppy. All quizzes will be submitted at the D2L site. Students should be aware (via the syllabus) of dates/times regarding quizzes because once the D2L time has expired, access is denied.

Reaction papers: A **2-3 page** reaction paper is required of you to exit this course. The topic can be any issue we covered in class and must be approved by the instructor. I will post a few links relating to topic suggestions that you may find helpful. This paper is **due** on the last session (in class) and should be written in either MLA or APA style. If you fail to hand me your paper on this date, I will take **5** points off for every day delayed. This paper should be simplistic in nature and have at least 4 peer-reviewed journal articles. This resource can be found on Maryville's library site. We will have a 'hands-on' demonstration on how to navigate Maryville's electronic data base on our first meeting. WEC students may submit your reaction papers throughout our semester, but all must be submitted before that last night of our meeting.

Academic Integrity and Honesty: Maryville University has established rules, procedure and penalties regarding academic dishonesty. This would include plagiarism, copying from another students work and representing it as your own. As a student of this institution, you are obligated to familiarize yourself with all academic and disciplinary actions outlined in the Maryville catalog. Violation of these rules will be immediately brought to the attention of the Department Chair.

Grading Scale

A 100-90%	C+ 75-78%
A- 89%	C 70-74%
B+ 85-88%	C- 69%
B 84-80	D 60-68%
B- 79%	F 59% and below

Ground Rules:

- 1.) Unless you are a police or probation officer, in the emergency medical filed, or subjected to "on-call" status, you are asked to turn-off all pagers and cell phones prior to entering the classroom.
- 2.) If you are unable to take the regular scheduled exam, you **must** contact the instructor prior to the exam date. Make-up exams will not be permitted except in emergencies. See **Attendance**.
- 3.) Students who have special learning requirements need to contact the office of Academic Advising and Student Affairs for access to confidential documentation and services.

This syllabus is subject to change at the discretion of the instructor to accommodate instructor or student needs.

DATE	Pre-work	Work Group Learning	Virtual Learning	Projects Due
01/13 (F2F)	Read Chapters 1& 2 Before the session starts, login D2L and post a brief reason why you chose this class	D2L Demo- Chapter I Internet Activity 2-Post your results on "Discussions" 3-Add a comment to all fellow student postings.	1-Take Chapter 1& 2 Self quiz	Complete the WGL 6:PM on 01/18 Complete the V.T. self-quiz by 6PM on 01/18
01/20 (F2F)	Read Chapter 3	<u>*Discussion (1)</u> The topic will be found under Content-Chapters 1-3 Activity	Quiz 1 Chapters 1-3	Submit your quiz by the given time-frame found on the quiz site
01/27 (D2L)	PowerPoint1 Discussion Lecture on Biological Aspects of Violence	<u>*Discussion (2)</u> The topic will be found under Content-Biological Aspects of Violence	Quiz 2 Biological Aspects of Aggression	Submit your quiz by the given time-frame found on the quiz site
02/03 (F2F)	<u>Exam I</u> Over Chapters 1-3-PowerPoint1 PowerPoint2 Discussion Lecture on Psychological Profiling		Quiz 3 Psychological Profiling	Submit your quiz by the given time-frame found on the quiz site
02/10 (F2F)	Chapter 4		Quiz 4 Chapter 4	Submit your quiz by the given time-

				frame found on the quiz site
02/17 (D2L)	PowerPoint3 Discussion Lecture on Profiling Rape Chapter 7	*Discussion (3) The topic will be found under Content-Profiling Rape Activity	Quiz 5 Covering PP3 and Chapter 7	Submit your quiz by the given time-frame found on the quiz site
02/24 (F2F)	Lecture: Sadistic, Sexual Homicide			
03/03 (F2F)	Final Exam			

* WEC students may submit reaction papers throughout the semester, but instructor must receive all prior to the last meeting.



* F2F face-to-face meeting at the Fenton campus