Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Kyle L. Kreider, Chair, Division of Behavioral and Social Sciences 408-4473, Kyle.Kreider@wilkes.edu

2. Proposal Title: Criminology Electives (Course Additions)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☒ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

___6___ Course Addition Form (plus syllabi)
___1___ Course Deletion Form
_____ Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

These are courses that have been offered as special topics classes in Criminology and Sociology over the past few years, and that will continued to be offered in the foreseeable future. Because these courses will be part of our regular course offerings, they should be formally added to the curriculum so that they can be included in the bulletin. This proposal also includes the deletion of SOC 225 (Juvenile Delinquency) and the addition of SOC 325 under the same name.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

Only the Criminology and Sociology programs would be affected by the addition of these courses. However, because none of the courses included this proposal would be required for the major, there will be no significant impact on either program.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Not applicable.
8. **Signatures and Recommendations.** (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<th>Print Name/Title</th>
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<td>Department chair(s) of all potentially affected programs</td>
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<td>Dean(s) of any potentially affected College/School.</td>
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<td>Registrar</td>
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<td>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). Provost should check here ____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
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<td>Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
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</table>
1. Course Title: Violence in Society

2. Course Number: ___SOC 220______________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours__3______   Lab Hours______
   Other______

4. Course Prerequisites: SOC 101

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   An overview of the causes, correlates, and history of violence in American society. Topics include the relationship between guns and gun control and violence, violence and popular culture, drug-related violence, and the development of organized crime and gangs in the U.S.

6. Required Documentation:
   Proposed Syllabus   Attach proposed syllabus immediately after this document.
   In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Course Description: Violence is everywhere in society; it is a part of our government, our culture, our families, and our history. We have a love-hate relationship with violence: we are fascinated by it on TV and captivated by stories of violence in history, but will do our best to avoid experiencing it at all costs. This class will explore the multiple ways that violence exists in society, including a discussion of the history of violence in American society, violence in intimate relationships, and violence on an international scale.

Course Goals: By the end of the semester, students in this class will have an understanding of:

1) The major theories and causes of violence,
2) The history of violence in the United States,
3) The relationship between violence and American culture
4) The major types of violence that exist in the world

Textbook


Graded Assignments

Exams: There will be two short answer exams worth 100 points each. The questions on these exams will not test your ability to memorize terms, but rather on your ability to talk about complex criminological issues in a sophisticated manner.

History Report: You will write a short (4-5 pages) overview of a major event in world history that is still influencing our lives today. You will write about what happened and why, using content from our course wherever possible. You are not allowed to pick 9/11 for this assignment. This paper is worth 40 points and is due on April 5th, and must be submitted electronically.

Content Analysis – Detroit Report: This assignment is divided into two parts. First, you will write about the stereotypes surrounding the city of Detroit – what you’ve heard, etc. Next, you will watch/read the local news from Detroit and write about what you read. Based only on what you’ve read, has this changed your initial perception of the city? This paper is worth 25 points and is due on February 16th, and must be submitted electronically.

Serial: Throughout the semester, you will listen to the first season of the podcast Serial (https://serialpodcast.org/season-one), and post your thoughts on each episode on our D2L page. Each week’s required post/response is worth 5 points, and the season is 12 weeks long, so this assignment is worth 60 points total. We will talk about each week’s episode on
Thursday, so you have until class that day to make your post and response. You can listen and post ahead, but late posts will not count.

*Reflections and Other Assignments:* Throughout the semester, you will be asked to write reflections on in-class exercises or answer questions posted to our D2L page. These questions will range from 1-5 points in value and will be treated as a pass/fail option. The amount and nature of these questions will stem from our in-class discussions, and reserve the right to have more (or fewer) than listed on this syllabus.

**Grading Requirements and Weighting**

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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Examinations (2x)</td>
<td>200</td>
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<tr>
<td>Serial discussions</td>
<td>60</td>
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<tr>
<td>History report</td>
<td>40</td>
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<tr>
<td>Content analysis</td>
<td>25</td>
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<tr>
<td>Reflections/Other</td>
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<td><strong>Total</strong></td>
<td><strong>355</strong></td>
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**Grading Scale**

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<th>Points</th>
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**Very Important Details**

**What I expect of you:** What you get out of this class is equal to what you put into it. I expect you to do your absolute best and go above & beyond whenever you see a possibility to do so. This is YOUR class, not mine! I want you to take ownership of this course, do work that you are proud of, and take this opportunity to better yourself in this course however possible. If you feel you have something to contribute to the class, an idea for a film or TV show or music video relevant to class, a topic to debate, a subject to spend more time on, etc, I want you to bring it up. If you have something in your background that gives you a unique perspective on a subject, I hope you will add it to our conversation. This is your class and I expect you to own it.

**Attendance Policy:** I do not take attendance in this course, because you are all adults. I expect you to come to class, on time, every class. The only excuse to not be here is either hospitalization or incarceration. It will be difficult for you to pass this class without regularly attending.
Late Work/Makeup Exams: I do not offer makeup exams unless there is an exceptional reason why (see above regarding acceptable reasons to miss class). If your paper for this class is late for whatever reason, I will accept it with the understanding that if it is late and it is not up to the standard I expect from everyone in this class, you will be penalized. If your paper is late but still good to excellent, you will not be penalized.

Extra Credit: I do not explicitly offer extra credit in this class. Focus instead on the regular credit. That being said, if you have an idea (do not ask me for an idea for you) for something that you could present to the class for extra credit, I will consider it. The amount of extra credit will not exceed 10 points, or roughly 2% of your final grade.

Plagiarism/Cheating: If you plagiarize anything on your paper for this class or cheat in any way, it is at least an automatic 0 on the assignment. If you aren’t sure if you’re citing something correctly, ask. Plagiarism by accident is still plagiarism and is still a failing grade. I reserve the right to punish you harsher than that under the guidelines outlined in the student handbook.

Disability: If you require assistance from University College for whatever reason, please let me know and I will accommodate you. If you think you might need assistance, ask them. If you know you need assistance but are declining it, see me.

Writing Center/Rules: If you are struggling with your writing, please take advantage of the writing center (and provide me with documentation that you did go see them). Any kind of net-speak (i.e., ‘u’ instead of ‘you’), will be severely penalized. Also, again, if you plagiarize anything, it is an automatic 0.

Safe Space: My office is designated as a Safe Space under the Wilkes University Safe Space program. While this program relates to the health and well-being of students who are sexual minorities, I extend this to any and all issues you may be having. If there is any issue in your life that seriously hindering your performance in this class and/or school in general, please come and talk to me about it. Because we are going to be talking about a number of sensitive topics in this class, it is possible that you may want to add your own experiences to our discussions. You are adults and I expect you to behave as such; treat anyone willing to share these stories with us with the utmost respect. Failure to do so will result in a significant grade penalty.

Phones/Computers/Recording Devices: I do not allow laptops or cellphone use in class unless there is some extraordinary reason why you need it. I am willing to make an exception during presentations. I do not allow recording of my lectures.

Food/Etc: If you’re going to eat or drink in class, please don’t make it into a production. There is no chewing tobacco allowed in class.
Reminder: This schedule is guideline for the topics that we will cover throughout the semester. I reserve the right to alter this schedule as we progress through the semester, based on your performance, interests, and any other unseen events. The pace at which the material is covered is likely going to be different from what is here; the due dates for your assignments and exams will not.

WEEK ONE – AS AMERICAN AS APPLE PIE

1/19
1/21

WEEK TWO – EXPLAINING VIOLENCE

1/26
1/28

WEEK THREE – EXPLAINING VIOLENCE (cont)

2/2
2/4

WEEK FOUR – AIDING and ABETTING VIOLENCE

2/9
2/11

WEEK FIVE – ASSAULT and MURDER: A CONTINUUM of VIOLENCE

2/16 – CONTENT ANALYSIS DUE
2/18

WEEK SIX – VIOLENCE IN THE HOME

2/23
2/25 – MIDTERM

WEEK SEVEN – RAPE and SEXUAL ASSAULT

3/1
3/3

WEEK EIGHT – SPRING BREAK

3/8
3/10
WEEK NINE – STRANGER DANGER

3/15
3/17

WEEK TEN – MOB VIOLENCE
3/20 – OPTIONAL FIELD TRIP
3/22
3/24 – NO CLASS – HOLIDAY BREAK

WEEK ELEVEN – GANG VIOLENCE (outside readings)

3/29
3/31

WEEK TWELVE – ORGANIZED CRIME (outside readings)

4/5 – HISTORY REPORT DUE
4/7

WEEK THIRTEEN – TERRORISM

4/12
4/14

WEEK FOURTEEN – GENOCIDE

4/19
4/21

WEEK FIFTEEN – TOWARDS VIOLENCE PREVENTION

4/26
4/28

WEEK SIXTEEN – THIS IS THE END

5/3

Final Exam: DATE TBA
7. Course Title: Race, Class, Gender, and Crime

8. Course Number: ___SOC 252____________________
   Coordinate with Registrar to insure course number is available

9. Course Credit Hours:
   Classroom Hours__3____  Lab Hours______
   Other______

10. Course Prerequisites: SOC 101

11. Course Description (as proposed for the Bulletin):
    Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

    An examination of the relationship between social structure and crime, with an emphasis on developing and applying a critical perspective. Topics include the relationship between immigration and crime, the role of protests both contemporary and historically in shaping our attitudes about crime, the ways that socialization impacts criminality across race/class/gender boundaries, and ways in which the system can be improved.

12. Required Documentation:
    Proposed Syllabus   Attach proposed syllabus immediately after this document.

    In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
See Attached
FALL 2016 – SOC 252A/WSM: Race, Class, Gender, and Crime
Monday, Wednesday & Friday 10:00-10:50am
Breiseth 207

Instructor: Dr. Andrew Wilczak e-mail: Andrew.wilczak@wilkes.edu
Office: Breiseth 325 Twitter: @heyDrWil
Office hours: Monday 3:00pm-4:00pm, Tuesday/Thursday 9:00am-11:00am
Office phone: 570 408 4041

Course Description: This course is an examination of both the theories and concepts most relevant to the field of criminology through the different lenses of race, social class, and gender. This course will have a strong emphasis on critical criminology and restorative justice. In addition to focusing on the relationship between these elements of social structure and crime, we will also be spending time focusing on the sociology of each area, exploring what race, social class, and gender mean in the world in the 21st century.

Course Goals/Outcomes:

By the end of the semester, students will have an understanding of:
1) The sociology of race;
2) The sociology of gender;
3) Social class and social stratification and conflict criminology;
4) The history of race, class, and gender in American society;
5) The concept of intersectionality

By the end of this class, students will have been given the opportunity to:

1) Further enhance reading comprehension skills,
2) Further develop writing and critical thinking skills,
3) Further develop public speaking and presentation skills

Textbooks/Assigned Readings:

REQUIRED


RECOMMENDED


Other readings will be distributed via e-mail or D2L.

Assignments:
Exams: There will be two short answer exams worth 100 points each. The questions on these exams will not test your ability to memorize terms, but rather on your ability to talk about complex criminological issues in a sophisticated manner.

Literature Reviews: You are going to write two miniature versions of a literature review. Each one must be related to a hypothesis that focuses on race, class, or gender. You cannot use the same area twice. Each paper should be 3-5 pages long, double-spaced Times New Roman font with standard 1” margins. Each paper is worth 50 points. The due dates for each lit review are listed in the course schedule. Each paper must be submitted electronically.

Case Study: In addition to your literature reviews, you will also be writing a short paper on a criminal case or event that relates to the material we are covering in class. The purpose of the paper is to explain in your own words what happened, and, from a critical perspective, explain what this case/event represents and why it was significant. A list of suggested topics can be found at the end of this syllabus; students who wish to write about something not included in this list must get my approval. I would prefer you do not use cases/events that only made the local news. This paper is worth 50 points. This paper must be submitted electronically.

Meme This Class: At the end of the semester, you are required to turn in a series of memes (3) you create along with a short paper (1-2 pages) explaining the concepts used in the creation of your memes. This is due the last day of class and is worth 20 points. This paper must be submitted electronically.

The Jinx: Over the course of the semester, we will be watching HBO’s The Jinx. After each episode you will be required to post a reaction/reflection on our message board on D2L. Each episode’s post is worth 5 points. There are 6 episodes total.

Reflections and Other Assignments: Throughout the semester, you will be asked to write reflections on in-class exercises or answer questions posted to our D2L page. These questions will range from 1-10 points in value and will be treated as a pass/fail option. The amount and nature of these questions will stem from our in-class discussions, and reserve the right to have more (or fewer) than listed on this syllabus.

Life is Strange (optional): As an optional assignment, go to http://store.steampowered.com/sub/56692/ and purchase and download the game, Life is Strange. Upon completing all 5 chapters of the game, write a paper reflecting on the key themes of the story, your reaction to key plot points and choices you make in the game, drawing on the critical perspective. This paper is worth 50 points and is due before the 12th week of the semester. This paper must be submitted electronically.

Grading Requirements and Weighting

Examinations (2x) 200 points
Literature Reviews (2x) 100 points
Case Study 50 points
The Jinx (6x)  
Meme the Class  
Reflections/Other Assignments  
Life is Strange (optional)  

Total  

Grading Scale  
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<tr>
<td>93+</td>
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<td>You have done outstanding work all semester long</td>
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**Women’s and Gender Studies**: This class is eligible for the WSM minor, which means that issues related to the study of gender and crime will be presented where appropriate. In addition to discussing theoretical and practical ways that gender is important to consider in the context of criminality, you will also have the opportunity to do further research on the relationship between gender and crime in your final literature review.

**Phones/Computers/Recording Devices**: I do not allow laptops or cellphone use in class unless there is some extraordinary reason why you need it. I am willing to make an exception during presentations. I do not allow recording of my lectures.

**Food/Etc**: If you’re going to eat or drink in class, please don’t make it into a production. There is no chewing tobacco allowed in class.

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**SCHEDULE**

Reminder: This schedule is **guideline** for the topics that we will cover throughout the semester. I reserve the right to alter this schedule as we progress through the semester, based on your performance, interests, and any other unseen events.

**WEEK ONE – INTRODUCTION: RACE, CLASS, GENDER, and CRIME**
8/29 – Introduction and Syllabus
8/31
9/2

WEEK TWO – THE SOCIOLOGY of RACE in AMERICA

9/5    LABOR DAY – NO CLASS
9/7
9/9

WEEK THREE –

9/12
9/14
9/16

WEEK FOUR – RACE and CRIME: HISTORICAL PERSPECTIVES

9/19
9/21
9/23

WEEK FIVE – RACE and CRIME: CURRENT ISSUES

9/26
9/28
9/30    LITERATURE REVIEW #1 DUE

WEEK SIX – THE SOCIOLOGY of GENDER in AMERICA

10/3
10/5
10/7    MIDTERM REVIEW

WEEK SEVEN –

10/10   MIDTERM EXAM
10/12   MIDTERM EXAM
10/14   FALL BREAK – NO CLASS

WEEK EIGHT – GENDER and CRIME: HISTORICAL PERSPECTIVES

10/17
10/19
10/21

WEEK NINE – GENDER and CRIME: CURRENT ISSUES
10/24
10/26
10/28

WEEK TEN –
10/31
11/2
11/4

WEEK ELEVEN – SOCIOLOGY of SOCIAL CLASS and SOCIAL STRATIFICATION
11/7  LITERATURE REVIEW #2 DUE
11/9
11/11

WEEK TWELVE – SOCIAL CLASS and CRIME: HISTORICAL PERSPECTIVES
11/14
11/16
11/18

WEEK THIRTEEN –
11/21
11/23 – THANKSGIVING BREAK – NO CLASS
11/25 – THANKSGIVING BREAK – NO CLASS

WEEK FOURTEEN – SOCIAL CLASS and CRIME: CURRENT ISSUES
11/28
11/30
12/2

WEEK FIFTEEN – CATCH UP/CASE STUDY REPORTS
12/5
12/7
12/9

WEEK SIXTEEN
12/12  MEME THE CLASS ASSIGNMENT DUE – FINAL EXAM REVIEW

Final Exam: DATE TBA
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Juvenile Delinquency

2. Course Number: SOC 225

3. Course Credit Hours: 3
   
   Classroom Hours____3____    Lab Hours______

   Other_______

4. Effective date of course deletion (semester/year)
   
   Fall 2017____________________________
13. Course Title: **Juvenile Delinquency**

14. Course Number: ___SOC 325_______________________
   Coordinate with Registrar to insure course number is available

15. Course Credit Hours:
   Classroom Hours ___3___  Lab Hours ______
   Other ______

16. Course Prerequisites: SOC 222

17. Course Description (as proposed for the Bulletin):
   **Course descriptions** provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   An examination of the nature and extent of juvenile delinquency, its causes, and its prevention. Topics include the similarities and differences between juvenile and adult justice systems, trends in juvenile delinquency, theories of delinquency, gangs, and the roles of family, schools, and legal institutions.

18. Required Documentation:
   Proposed Syllabus  **Attach proposed syllabus immediately after this document.**
   In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
See attached
SPRING 2016 – SOC 325/WSM: Juvenile Delinquency
Monday, Wednesday & Friday 1:00-1:50pm
Breiseth 212

Instructor: Dr. Andrew Wilczak    e-mail: Andrew.wilczak@wilkes.edu
Office: Breiseth 325    Twitter: @heyDrWil
Office hours: MWF:12:00-1:00pm, T: 9:00-11:00am, by appointment
Office phone: 570 408 4041

Course Description: This course examines criminal and deviant behavior committed by adolescents and our social responses to them. This course will be divided into three broad sections: 1) theories of juvenile delinquency, 2) social structural and institutional contexts of juvenile delinquency, and 3) applied theory and the juvenile justice system. We will also be spending time throughout the semester focusing on the sociology of adolescence, as we cannot understand adolescent criminality without also focusing our attention on adolescence as a crucial point in the life course.

Course Goals: By the end of the semester, students in this class will have an understanding of:

1) The major theories and causes of juvenile delinquency,
2) The history and nature of the juvenile justice system,
3) The basics of the sociology of adolescence,
4) The major ethical issues related to juvenile delinquency and juvenile justice,

By the end of this class, students will have been given the opportunity to:

4) Further enhance reading comprehension skills,
5) Further develop writing and critical thinking skills,
6) Further develop public speaking and presentation skills

Textbook:

Additional readings will be made available on EndNote or D2L.

Assignments:

Exams: There will be two short answer exams worth 100 points each. The questions on these exams will not test your ability to memorize terms, but rather on your ability to talk about complex criminological issues in a sophisticated manner.

Literature Review: The main project in this class is a literature review, written on a subject of your choosing. A literature review is a summary of how your topic has been studied in the past by criminologists, sociologists, psychologists, etc. This project is worth 100 points. These papers will be submitted electronically. This paper is due on February 26th.
Reflections and Other Assignments: Throughout the semester, you will be asked to write reflections on in-class exercises or answer questions posted to our D2L page. These questions will range from 1-5 points in value and will be treated as a pass/fail option. The amount and nature of these questions will stem from our in-class discussions, and reserve the right to have more (or fewer) than listed on this syllabus.

Grading Requirements and Weighting

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (2x100)</td>
<td>300</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100</td>
</tr>
<tr>
<td>Reflections/Other</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+ A long You have done outstanding work all semester</td>
</tr>
<tr>
<td>B+</td>
<td>86-92 You have done adequate work towards this course</td>
</tr>
<tr>
<td>B</td>
<td>85-80 C You have done adequate work towards this course</td>
</tr>
<tr>
<td>C+</td>
<td>79-75 D You have done adequate work towards this course</td>
</tr>
<tr>
<td>C</td>
<td>74-70 E You have done adequate work towards this course</td>
</tr>
<tr>
<td>D+</td>
<td>69-65 F You have done adequate work towards this course</td>
</tr>
<tr>
<td>D</td>
<td>64-60 Below 60 F You have done adequate work towards this course</td>
</tr>
<tr>
<td>Below 60</td>
<td>Below 60 F You have done adequate work towards this course</td>
</tr>
</tbody>
</table>

Very Important Details

What I expect of you: What you get out of this class is equal to what you put into it. I expect you to do your absolute best and go above & beyond whenever you see a possibility to do so. This is YOUR class, not mine! I want you to take ownership of this course, do work that you are proud of, and take this opportunity to better yourself in this course however possible. If you feel you have something to contribute to the class, an idea for a film or TV show or music video relevant to class, a topic to debate, a subject to spend more time on, etc, I want you to bring it up. If you have something in your background that gives you a unique perspective on a subject, I hope you will add it to our conversation. This is your class and I expect you to own it.

Attendance Policy: I do not take attendance in this course, because you are all adults. I expect you to come to class, on time, every class. The only excuse to not be here is either hospitalization or incarceration. It will be difficult for you to pass this class without regularly attending.

Late Work/Makeup Exams: I do not offer makeup exams unless there is an exceptional reason why (see above regarding acceptable reasons to miss class). If your paper for this class is late for whatever reason, I will accept it with the understanding that if it is late and it is not up to the standard I expect from everyone in this class, you will be penalized. If your paper is late but still good to excellent, you will not be penalized.

Extra Credit: I do not explicitly offer extra credit in this class. Focus instead on the regular credit. That being said, if you have an idea (do not ask me for an idea for you) for something
that you could present to the class for extra credit, I will consider it. The amount of extra credit will not exceed 10 points, or roughly 2% of your final grade.

**Plagiarism/Cheating:** If you plagiarize anything on your paper for this class or cheat in any way, it is at least an automatic 0 on the assignment. If you aren’t sure if you’re citing something correctly, ask. Plagiarism by accident is still plagiarism and is still a failing grade. I reserve the right to punish you harsher than that under the guidelines outlined in the student handbook.

**Disability:** If you require assistance from University College for whatever reason, please let me know and I will accommodate you. If you think you might need assistance, ask them. If you know you need assistance but are declining it, see me.

**Writing Center/Rules:** If you are struggling with your writing, please take advantage of the writing center (and provide me with documentation that you did go see them). Any kind of net-speak (i.e., ‘u’ instead of ‘you’), will be severely penalized. Also, again, if you plagiarize anything, it is an automatic 0.

**Safe Space:** My office is designated as a Safe Space under the Wilkes University Safe Space program. While this program relates to the health and well-being of students who are sexual minorities, I extend this to any and all issues you may be having. If there is any issue in your life that seriously hindering your performance in this class and/or school in general, please come and talk to me about it. Because we are going to be talking about a number of sensitive topics in this class, it is possible that you may want to add your own experiences to our discussions. You are adults and I expect you to behave as such; treat anyone willing to share these stories with us with the utmost respect. Failure to do so will result in a significant grade penalty.

**Women’s and Gender Studies:** This class is eligible for the WSM minor, which means that issues related to the study of gender and crime will be presented where appropriate. In addition to discussing theoretical and practical ways that gender is important to consider in the context of criminality, you will also have the opportunity to do further research on the relationship between gender and crime in your final literature review.

**Phones/Computers/Recording Devices:** I do not allow laptops or cellphone use in class unless there is some extraordinary reason why you need it. I am willing to make an exception during presentations. I do not allow recording of my lectures.

**Food/Etc:** If you’re going to eat or drink in class, please don’t make it into a production. There is no chewing tobacco allowed in class.

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**SCHEDULE**

Reminder: This schedule is guideline for the topics that we will cover throughout the semester. I reserve the right to alter this schedule as we progress through the semester, based on your
performance, interests, and any other unseen events. The pace at which the material is covered is likely going to be different from what is here; the due dates for your research proposal and exams will not.

WEEK ONE – CONFORMITY, DEVIANCE, and JUVENILE DELINQUENCY
1/18
1/20
1/22

WEEK TWO – CAUSES of JUVENILE DELINQUENCY
1/25
1/27
1/29

WEEK THREE – CAUSES continued
2/1
2/3
2/5

WEEK FOUR – JUVENILE DELINQUENCY in a SOCIAL CONTEXT
2/8
2/10
2/12

WEEK FIVE – CONTEXT continued
2/15
2/17
2/19

WEEK SIX –
2/22
2/24
2/26   LIT REVIEW DUE

WEEK SEVEN –
2/29
3/2
3/4   MIDTERM

WEEK EIGHT – SPRING BREAK
3/7
3/9
3/11
WEEK NINE – APPLIED THEORY: SOCIAL CONTROL and the JUVENILE JUSTICE SYSTEM

3/14
3/16
3/18

WEEK TEN –

3/21
3/23
3/25 – NO CLASS – HOLIDAY BREAK

WEEK ELEVEN – APPLIED THEORY: STRATEGIES for DEALING with JUVENILE DELINQUENCY
3/28 – NO CLASS – HOLIDAY BREAK
3/30
4/1

WEEK TWELVE –

4/4
4/6
4/8

WEEK THIRTEEN –

4/11
4/13
4/15

WEEK FOURTEEN –

4/18
4/20
4/22

WEEK FIFTEEN –

4/25
4/27
4/29

WEEK SIXTEEN – CATCH UP

5/2
5/4 LAST DAY
Final Exam: DATE TBA
19. Course Title: Introduction to Criminal Justice

20. Course Number: __SOC 201_______________________
   Coordinate with Registrar to insure course number is available

21. Course Credit Hours:
   Classroom Hours___3___   Lab Hours______
   Other______

22. Course Prerequisites: None

23. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course introduces students to the institution of American criminal justice as a system, with a focus on the interconnectedness of the major pieces: the police, the courts, and the correctional system. Students will be introduced to each of these components and the sociological implications for each part of the system on individuals, the system itself, and broader society. Benefits and limitations of the existing criminal justice system will be explored, along with growing threats to both society and the system itself.

24. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document.
   In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

   See attached
SOC 201B – Introduction to American Criminal Justice
Course Schedule
Current as of 1/18/2016. This schedule subject to change.

PART ONE – Crime, Law, and “Justice”

Week of January 18\(^{th}\), 2016
- Lab et al. Chapter 1

Week of January 25\(^{th}\), 2016
- Lab et al. Chapters 2 and 3

PART TWO – The Police

Week of February 1\(^{st}\), 2016
- Moskos Chapters 1 and 2

Week of February 8\(^{th}\), 2016
- Moskos Chapters 3 through 5

Week of February 15\(^{th}\), 2016
- Moskos Chapters 6 and 7

Week of February 22\(^{nd}\), 2016
- Moskos, Epilogue and Afterward
  - **EXAM 1: FRIDAY, FEBRUARY 26\(^{TH}\)**

PART THREE – The Courts and Sentencing

Week of February 29\(^{th}\), 2016
- Lab et al. Chapter 4
- Bogira Prologue

Week of March 7\(^{th}\), 2016
- **SPRING BREAK! HAVE FUN! DON’T MAKE ANY TERRIBLE DECISIONS!**

Week of March 14\(^{th}\), 2016
- Bogira Chapters 2 through 4

Week of March 21\(^{st}\), 2016
- Bogira Chapters 5 and 6
  - **Friday, March 25\(^{th}\), NO CLASS!**

Week of March 28\(^{th}\), 2016
- Monday, March 28\(^{th}\), NO CLASS!
- Bogira Chapters 7 through 9
Week of April 4th, 2016
- Bogira Chapters 10, 11, 12, and 14
- EXAM TWO: FRIDAY, APRIL 8TH

PART FOUR – Corrections (or, “Doing Time from Nine to Five”)

Week of April 11th, 2016
- Bogira Chapters 13
- Lab et al. Chapter 5

Week of April 18th, 2016
- Conover, Chapters 1 through 3

Week of April 25th, 2016
- Conover, Chapters 4 and 5

Week of May 2nd, 2016
- Conover, Chapter 6

May 5th – May 14th
- FINAL EXAM PERIOD
- FINAL EXAM ON DATE SCHEDULED BY THE REGISTRAR
Performance Prognosis Inventory for SOC201, Wilkes Univ.
(adapted from Dr. Saundra Y. McGuire, Louisiana State University; cited in Gabriel 2008)

The inventory below lists behaviors that you should exhibit in order to excel, not just in this Sociology/Criminology course, but also in any course you take at Wilkes. It also represents a collection of Professor Wiernik’s expectations for you and your participation in our class. First, write “true” or “false” beside each of the following statements describing the way you work, study, and learn in your college classes.

1. _____ I will always read the required readings before I attend class.
2. _____ I will go over my lecture notes as soon as possible after each class period to review them and mark any sections that I don’t understand so I can ask about it next class.
3. _____ I will take very thorough notes during class, writing down both what the professor writes on the board, and the things he says in class.
4. _____ I will visit Professor Wiernik in his office hours (or make an appointment) as soon as I have questions or don’t understand something that I read or that we discuss in class.
5. _____ I will spend some time studying the material related to Introduction to Criminal Justice at least five days per week, in addition to the time I spend in class.
6. _____ I will spend a minimum of 3 hours each week on learning the material presented to me in this course (in addition to the time we spend in class).
7. _____ I will “teach” the concepts I am learning to friends, myself in the mirror, my family, stuffed animals, strangers at the bar, people at parties, etc.
8. I will make flashcards and use mnemonics for myself to help me remember the concepts and to apply them to social actors that we didn’t talk about in class.
9. _____ I will make diagrams or draw mental pictures of the concepts, theories, and examples used in class.
10. _____ I will actively participate in class activities.
11. _____ I will actively participate as a member of my team when we are making our youtube.com video
12. _____ I know that I can make an A in this class, and will put forth the effort to do so.

Now, count up the number of “true” responses, and put that number here: _____.

Please turn this sheet over, and continue this exercise on the back.
How many “true” responses from page 1: _____?

Finally, use the scale below to find out what grade you can expect to earn in this class, based on the behaviors listed on the previous page.

<table>
<thead>
<tr>
<th>Your score:</th>
<th>10 – 12</th>
<th>7 – 9</th>
<th>5 – 6</th>
<th>4</th>
<th>3 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your predicted grade in this course:</td>
<td>3.5 – 4.0</td>
<td>2.5 – 3.0</td>
<td>1.5 – 2.0</td>
<td>1.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

It is important to understand that you can very easily *change your predicted grade* (and thus *earn* the grade you want) by changing your behavior such that more of the previous “false” statements become “true.”
25. Course Title: White Collar Crime

26. Course Number: ___SOC 360_______________________
   Coordinate with Registrar to insure course number is available

27. Course Credit Hours:
   Classroom Hours___3___ Lab Hours_____
   Other_____

28. Course Prerequisites: SOC 222 or instructor permission

29. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered.
   If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description.
   Course descriptions should be no more than two to three sentences in length.

   This course provides a broad introduction to the theoretical and practical concerns that arise in the study of white collar crime and other forms of deviance conducted by the upper class in a capitalist society. Students will investigate various categories of white collar crimes including crimes committed in business and corporations, crimes committed by government and other political figures, and the growing threat of cybercrime of all stripes. Theoretical aspects of governments and organizations are examined to further understand the damage to society caused by white collar crime.
30. Required Documentation:
   Proposed Syllabus
   Attach proposed syllabus immediately after this document. In some situations, the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name, contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

See attached
SOC 360E – White Collar Crime
Mondays, 6:30 PM – 9:15 PM
Spring 2015
Breiseth 316

Professor: Craig “Prof Dub” Wiernik, Ph.D.
Email: craig.wiernik@wilkes.edu
Office Hours: Wednesday, 12:30 – 1:30, 3rd floor dining hall SUB
Tuesdays and Thursdays, 2:30 – 4, in Prof Dub’s office, Breiseth 317
Any time my office door (Breiseth 317) is open
By appointment (video and/or face-to-face)
Course Description and Learning Outcomes

Course Catalog Description: This course examines the nature of deviant behavior and the social responses to it. Topics covered include the following: what constitutes deviance; theories of deviance; varieties of deviant behavior; and the types of social responses to deviant behavior. Prerequisite: SOC 101 or approval of the instructor.

In this course, we will examine the nature, extent, and distribution of corporate, governmental, and other forms of white-collar crime. We will look at some practical issues of conducting research in these areas and the application of theory to specific cases of government or corporate deviance. You will come to understand some of the sociological and philosophical challenges with the categorization and enforcement of white-collar regulations. We’ll also take a look at a few particular cases of corporate and governmental crime. Substantively, by the end of this course you should be able to:

- Acquire an understanding of white collar crime in its various forms
- Understand the sociological basis that allows for white collar crimes and other similar social harms
- Examine specific cases of the investigation of white collar criminals
- Articulate informed opinion over debates and issues in the field
- Identify and use criminological theories which apply to these kinds of crimes
- Appreciate the need for further theory, research, and policy

Over the course of this semester:

- Develop your ability to recognize and study white collar crimes and other social harms using a sociological lens.
- Examine how the organization of society influences and/or "causes" white collar crime by exploring what gives them meaning and how they are related to inequality in the criminal justice system.
- You will demonstrate your use of the "sociological imagination" -- the ability to apply a critical perspective to understand how individuals fit within various social worlds (family, school, workplace, hometown, country, biosphere, etc.) and how it comes to define and influence the criminalization of white-collar crimes.
- You will demonstrate enhanced written and verbal skills as you develop ideas, as you exchange these ideas with others, and present these ideas to a broader audience.
- Together, we will create a learning environment that encourages you to forge meaningful collegial relationships through participation in the classroom and college community.
- You will gain confidence in your abilities to articulate and interpret your own experiences, link these experiences to greater social issues, and empower you to take action as agents of personal and social change.

Best way to contact Prof Dub...
is by email. PLEASE put “SOC 398 (and) some_kind_of_subject” in the subject line of your email. I will respond to all email that has this subject within one business day of receipt. I have a very mean spam filter, so it is important you format your emails properly so I receive them. If it has been 24-hours and I have not responded, and you did format your email correctly, then please bug me again! In other words, if you don’t put at least the course number in your email, it may get lost in all the email I receive each day.

When I need to contact you, I will send you email to your Wilkes University email account. It is VITAL that you check your wilkes.edu email address at least once per class day.

Required Readings and Materials Required for Class

What you should bring with you to every class
You should bring to class the reading that was assigned for that day (article, book, etc.), a writing implement (pen, pencil, crayon, etc.), and some paper. You may also want to bring your laptops as well, as they will be helpful for a variety of in-class activities (as long as enough of you bring computers, each student group should

Required Readings

In sociology, reading is your homework! We don't “work problems,” like in a math, engineering, or science course. In sociology, we read, think, write (which is a type of thinking), and then do it all over again. You will NOT pass this course if you do not engage with the reading material.

It is expected that you will do all the “required readings” before coming to the class they are required for. On many days, I may only say a few words (or none at all) about a particular reading. You are still responsible for the materials (in Class Activities, in your team projects, and on tests), even if I don’t discuss them in class. You may have great difficulty earning all the Class Activity Points available each day if you have not made an attempt to do the readings for that day. I do not expect you to have mastered the materials by class time, but I do expect you to come prepared to use what you have read and be an active participant in our class meetings.
Some advice on how to read: Your goal is to learn how to read critically! Reading critically means focusing on the overall idea of the reading, the conclusion the author presents, and some of the reasoning and evidence behind the author’s words. In the best case, you will also try and identify any biases and assumptions the author/speaker has (because everything you are exposed to has bias!). What this all means is that at a minimum, you should be able to identify main ideas and key terms from each day’s reading, rather than the fine-points. I will almost never ask you to memorize a tiny piece of minutia (though you may still have to learn it!). More often than not, you will be asked to take these ideas, theories, and concepts that you read and learn about, and apply them to social situations. Read critically, but don’t spend time memorizing every minor detail.

The reading schedule will be provided to you on Desire2Learn (D2L). Books to Buy (or rent or download)

In addition to the readings that will be provided to you in class, we will read the following three books.

Coleman, James S. 1982. The Asymmetric Society
Ross, Jeffrey Ian. 2012. An Introduction to Political Crime
Yar, Majid. 2013. Cybercrime and Society

Grading and requirements for success in this course:

Your grade in this course will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>30%</td>
<td>150</td>
</tr>
<tr>
<td>Presentation Projects</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>25%</td>
<td>125</td>
</tr>
<tr>
<td>Participation, homework, etc.</td>
<td>25%</td>
<td>125</td>
</tr>
</tbody>
</table>

POINTS TOTAL 500

The range of grades and the quality of your work acquired to achieve said grade:

<table>
<thead>
<tr>
<th>Grade Point Score</th>
<th>Points</th>
<th>Level of Work Required to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>475 – 500</td>
<td></td>
<td>Outstanding, Excellent, Exceptional</td>
</tr>
<tr>
<td>450 – 474</td>
<td></td>
<td>Very Good, Thorough, Comprehensive</td>
</tr>
<tr>
<td>425 – 449</td>
<td></td>
<td>Accurate, Adequate, Sufficient, Satisfactory</td>
</tr>
<tr>
<td>400 – 424</td>
<td></td>
<td>Poor, Incomplete, Inadequate, Insufficient</td>
</tr>
<tr>
<td>375 – 399</td>
<td></td>
<td>Confused, Wrong, Incorrect</td>
</tr>
<tr>
<td>350 – 374</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 – 349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 &lt;= 299</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you fail the final exam, you cannot earn a grade higher than a 2.0.

There will be NO EXTRA CREDIT of any kind offered, ever.

There will be NO MAKE UP ASSIGNMENTS of any kind offered except in the most extreme and serious circumstances, and only at the discretion of Professor Wiernik.

In our class, a 2.0 is the baseline. It represents adequate work (after all, we can't all be excellent at everything; no one can). If all you do is show up for class, you'll probably get a 2.0. Don't do this level of work (only coming to class, never reading, etc.) and expect to get a 4.0 in this class. If you are concerned you may not be attaining the grade you want, see Professor Wiernik in his office hours sooner rather than later in the semester, when it might be too late for you to change your behaviors to get what you want.

All scored activities will be tracked via Desire2Learn, so you can always see how you are doing.

Attendance Policy
Your attendance is required, in that if you miss Participation points or a homework assignment that was assigned in class, you will not receive credit for that day's work, and forfeit all CAPs for that day. That said, Prof Dub understands that “life happens” – Kids/Elderly relatives/You get sick, paid jobs need to be done, volunteering, career and job interviews, etc. While there is no such thing as an “excused” absence from our class, I will drop up to 10 CAPs from the final total to give you some breathing room to deal with these other life issues.

Don't forget to read the “fine print:"

Syllabus Changes
The professor reserves the right to make changes to this syllabus and the course's reading schedule as the course progresses. The instructor will inform the students of the change, both in class, on Desire2Learn (D2L), and via email.

Disability Access Statement
Disability Support Services Wilkes University is committed to providing equal educational opportunity for all students who meet the academic admission requirements. DSS helps to provide the support and accommodations for self-identified students with documented disabilities. Contact Ms. Sandra Rendina (sandra.rendina@wilkes.edu), Academic Support Coordinator, in the Disability Support Office in University College for information about applicable policies and procedures. The Disability Support office is located on the third floor of Conyngham Hall, Room 311. Disclosing a disability and arranging any reasonable accommodations are best done early in the semester, perhaps even before the semester begins. Professor Wiernik will make any and all recommended allowances for students with a disclosed disability, beginning on the date the professor is notified.
Withdrawal/Incompletes Policy
You can withdraw for academic reasons from this course up to and including the tenth (10th) week of class. After the tenth week, however, you can only withdraw for “medical reasons or other extremely serious circumstances” (Student Handbook, p. 25). One cannot withdraw after the tenth week for academic reasons, and the professor will NEVER approve an academically based-drop after week 10. Likewise, an “Incomplete” will only be granted in the most extreme circumstances, when most of your work for this course is complete, and at the discretion of Professor Wiernik.

Academic Integrity
Integrity means upholding a code or standard of values. As an academic community, the completeness that we seek includes asking each individual to see her or his life as a whole, and to understand how the actions he or she takes affect self, others and the community. Individual actions also affect the community of higher education as a whole.

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class. In this course, those activities are well within the bounds of academic honesty.

However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation.

Even one occasion of academic dishonesty, large or small, on any assignment, large or small, may result in failure for the entire course and every case will be referred to the Student Affairs office.

Examples of Academic Misconduct include:
Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
Plagiarism**
Doing academic work for another student
Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors.

Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation.

**If you are unclear about what constitutes plagiarism, please visit this excellent webpage at the University of Connecticut: [http://www.lib.uconn.edu/instruction/PlagFac.htm](http://www.lib.uconn.edu/instruction/PlagFac.htm).


On your use of technology (computers, etc.)

As a student, it is important to consider the power of wirelessly connected devices and to use that power appropriately. Never before has a student had the ability to maintain a physical presence in a classroom while communicating with the outside world in such a way as is possible with modern wireless devices. Having the Internet at your fingertips has tremendous benefits to you as a student, both in its ability for independent exploration and clarification of ideas discussed in the classroom. I encourage you to use technology to enhance your studies. However, here are some important guidelines for you to consider:

**Stay on Task**
Stay focused, stay engaged; Keep the outside world outside. Contribute, don't detract, from the atmosphere of learning.
I do notice texting behavior!!! That is usually the time that I will then call on you and expect you to answer a question (which you will probably not be able to do because you were texting. Then you may turn red, get embarrassed and have to say “I’m sorry, I wasn’t paying attention.” If you're lucky, I might let you go at that point. I might not.)

**Don't Distract Others**
Don't distract others by your use.
Don't annoy or distract the professor and your classmates. Keep it silent -- mute.
Resist the temptation to surf the web during class.
Of course, if you surf for stuff that contributes to class, that is totally fine.
Do not access inappropriate or offensive content in class.

If your technology use becomes a distraction for you, your classmates, or me, you will be asked to turn off the device in question. If the behavior continues, you will be asked to leave class, and quite possibly earn an “F” for the course.
I do not expect to need to take such drastic measures (and I never have had to).
31. Course Title: Advanced Criminological Theory

32. Course Number: __SOC 375_______________________
Coordinate with Registrar to insure course number is available

33. Course Credit Hours:
Classroom Hours ___3___ Lab Hours ______
Other ______

34. Course Prerequisites: SOC 370 and SOC222

35. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

This course is designed for students currently taking the sociological methods course (Soc371) as part of the sociology and criminology capstone process. This course investigates the most common criminological theories students are likely to utilize for their own research projects. Theories are discussed with a focus on the operationalization of concepts of theory into variables that students may find in social science datasets. Students examine past capstone projects for strengths and flaws and apply these findings to their own capstone proposals.

Required Documentation:
Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course
Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

See attached

**SOC 375A – Criminological Theory**

Monday, January 18\(^{th}\), 2016 – Saturday, May 14\(^{th}\), 2016 Monday, Wednesday, and Friday, 11:00 PM – 11:50 PM, Breiseth 207

**Professor:** Craig “Prof Dub” Wiernik, Ph.D.
Email: craig.wiernik@wilkes.edu
Office: Breiseth 322
Office Hours:
- Monday, 12:00 PM – 1:00 PM, 3\(^{rd}\) Floor SUB Dining Hall
- Tuesday, 3:45 PM – 5:00 PM, office
- Wednesday and Friday, 12:00 – 1:45 PM, office
- Almost any time my office door is open
- By appointment (video and/or face-to-face)

**Course Description and Learning Outcomes**

Theories are important, as they help us understand the world around us. Theories of crime and deviance are no different, as scholars, policy makers, and the general public are always looking for ways to end crime. To do that, we need to know why crime exists in the first place, and develop an understanding as to how society responds to those labeled criminal. A good theory explains “something;” in this case, a good theory explains why crime does or does not happen. Over the course of this semester, we will investigate the following questions:

- What are the causes and correlates of crime, deviance, and criminality?
- How have social scientists come to learn what we know in #1, and what are the best ways to study these theories?

Together, we will explore the various theories of crime and deviance. By the end of this class, you will have a much more nuanced understanding of criminological theories and be able to use them in future work, both in school and on the job.

Generally, you will obtain the skills that will help you:
- Think critically through the application, comparison, and contrasting of various ideas and theories to crime.
- Utilize fundamental theories that can be used to explore crime
- Succeed in your capstone project
- Improve your understanding of human and social behavior, and the impact of
crime and criminals on individuals, communities, and societies.

Best way to contact Prof Dub...

...is by email. PLEASE put “SOC 375 (and) <some_kind_of_subject>” in the subject line of your email. I will respond to all email that has this subject within one business day of receipt. I have a very mean spam filter, so it is important you format you emails properly so I receive them in a timely fashion. If it has been 24-hours and I have not responded, and you did format your email correctly, then please email or bug me (before/after class/office hours/etc) again!

When I need to contact you, I will send you email to your Wilkes University email account. It is VITAL that you check your wilkes.edu email address at least once per class day for any last minute changes.

Required Readings and Materials Required for Class

What you should bring with you to every class:

- Your name card
- The readings that were assigned for that week (article, book, etc.)
- A writing implement (pen, pencil, crayon, etc.)
- A few sheets of standard-size lined paper

Required Readings

In sociology, reading is your homework! We don’t “work problems,” like in a math, engineering, or science course. In sociology, we read, think, write (which is a type of thinking), and then do it all over again. You will NOT pass this course if you do not engage with the reading material.

It is expected that you will do all the “required readings” before coming to the class they are required for. On many days, I may only say a few words (or none at all) about a particular reading. You are still responsible for the materials (in Class Activities, in your team projects, and on tests), even if I don’t discuss them in class. You may have great difficulty earning all the Class Activity Points available each day if you have not made an attempt to do the readings for that day. I do not expect you to have mastered the materials by class time, but I do expect you to come prepared to use what you have read and be an active participant in our class meetings.

Some advice on how to read: Your goal is to learn how to read critically! Reading critically means focusing on the overall idea of the reading, the conclusion the author presents, and some of the reasoning and evidence behind the author’s words. In the best case, you will also try and identify any biases and assumptions the author/speaker has (because everything you are exposed to has bias!). What this all means is that at a minimum, you should be able to identify main ideas and key terms from each day’s reading, rather than the fine-points. I will almost never ask you to memorize a tiny piece of minutia (though you may still have to learn it!). More often than not, you will be asked
to take these ideas, theories, and concepts that you read and learn about, and apply them to social situations. Read critically, but don’t spend time memorizing every minor detail.

The reading schedule will be provided in the next few days.

Additional readings will be provided to you in class or on D2L during the course of the semester.

**Grading and requirements for success in this course:**

Your grade in this course will be based on the following breakdown:

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>45%</td>
</tr>
<tr>
<td>First exam</td>
<td>15%</td>
</tr>
<tr>
<td>Second exam</td>
<td>30%</td>
</tr>
<tr>
<td>Capstone Critiques</td>
<td>25%</td>
</tr>
<tr>
<td>Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance &amp; Class/Homework</td>
<td>15%</td>
</tr>
</tbody>
</table>

The range of grades and the quality of your work acquired to achieve said grade:

<table>
<thead>
<tr>
<th>Wilkes Score</th>
<th>Converted Level of Work Required to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>93% and higher</td>
</tr>
<tr>
<td>3.5</td>
<td>86% - 92%</td>
</tr>
<tr>
<td>3.0</td>
<td>80% - 85%</td>
</tr>
<tr>
<td>2.5</td>
<td>75% - 79%</td>
</tr>
<tr>
<td>2.0</td>
<td>70% - 74%</td>
</tr>
<tr>
<td>1.5</td>
<td>65% - 69%</td>
</tr>
<tr>
<td>1.0</td>
<td>60% - 64%</td>
</tr>
<tr>
<td>0</td>
<td>&lt;= 59.9%</td>
</tr>
</tbody>
</table>

If you fail the final exam, you cannot earn a grade higher than a 2.0.
There will be **NO EXTRA CREDIT** of any kind offered, ever.

There will be **NO MAKE UP ASSIGNMENTS** of any kind offered except in the *most extreme and serious circumstances*, and only at the discretion of Professor Wiernik.

In our class, a 2.0 is the *baseline*. It represents adequate work (after all, we can’t all be excellent at *everything*; no one can). If all you do is show up for class, you’ll probably get a 2.0. Don’t do this level of work (only coming to class, never reading, etc.) and expect to get a 4.0 in this class. If you are concerned you may not be attaining the grade you want, see Professor Wiernik in his office hours sooner rather than later in the semester when it might be too late for you to change your behaviors to get what you want.

All scored activities will be tracked via Desire2Learn, so you can always see how you are doing.

**Attendance/Classwork/Homework**

Your attendance is required and will be tracked by the professor. Attendance is not a passive activity; it is more than just “showing up.” I **expect you** to come prepared to be an active participant in our class meetings. Additionally, it is highly disruptive when students come to class late. If you demonstrate a pattern of late arrivals, it will have a negative impact on the attendance portion of your grade. Finally, you may miss out on important in-class activities (which contribute to this portion of your grade) if you miss class or arrive late.

That said, Prof Dub understands that “life happens” – Kids/Elderly relatives/You get sick, paid jobs need to be done, career and job interviews, etc. While there is no such thing as an “excused” absence from our class, you all start with +10 points to the overall Attendance & Class/Homework grade (there will be approximately 120 – 140 points total – each attendance is worth 2 points and Class/Homework will make up the rest of this portion of your grade).

**Other important policies**

**Syllabus Changes**

The professor reserves the right to make changes to this syllabus and the course’s reading schedule as the course progresses. The instructor will inform the students of the change, both in class, on Desire2Learn (D2L), and via email.

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Support Office in University College for information about applicable policies and procedures. The Disability Support office is located on the third floor of Conyngham Hall, Room 311. Disclosing a disability and arranging any reasonable accommodations are best done early in the semester, perhaps even before the semester begins. Professor Wiernik will make any and all recommended allowances for students with a disclosed disability, beginning on the date the professor is notified.

Withdrawal/Incompletes Policy
You can withdraw for academic reasons from this course up to and including the tenth (10th) week of class. After the tenth week, however, you can only withdraw for “medical reasons or other extremely serious circumstances” (Student Handbook, p. 25). One cannot withdraw after the tenth week for academic reasons, and the professor will NEVER approve an academically based-drop after week 10. Likewise, an “Incomplete” will only be granted in the most extreme circumstances, when most of your work for this course is complete, and at the discretion of Professor Wiernik.

Academic Integrity
Integrity means upholding a code or standard of values. In its most general sense, integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her or his life as a whole, and to understand how the actions he or she takes affect self, others and the community. Individual actions also affect the community of higher education as a whole.

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However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. 

Even one occasion of academic dishonesty, large or small, on any assignment, large or small, may result in failure for the entire course and every case will be referred to the Student Affairs office.

Examples of Academic Misconduct include:
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Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research

Plagiarism**

Doing academic work for another student

Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors

Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

See your Wilkes University student handbook:
http://www.wilkes.edu/PDFFiles/StudentHandbook/StudentHandbook.pdf for the complete policy regarding academic integrity.

**If you are unclear about what constitutes plagiarism, please visit these excellent web pages (non-Wilkes.edu) →

- Common types of plagiarism: http://bit.ly/1KVJtl8
- Avoiding plagiarism: http://bit.ly/1ErCyTE

On technology

The use of CELL PHONES and COMPUTERS are not allowed during class time ** !!!

** Unless used to record the day’s lecture OR requested by the professor.

Due to the highly distracting nature of smart phones and laptop computers (to students AND to the professor), I am banning them from all use/display/etc. during class time, unless prior permission has been received OR they are needed for an activity. Furthermore, recent research shows that taking notes by hand will help you master the material better than if you type up your notes in class, and I will do all I can to assist you in learning the skills and information you need to succeed in our course.

I understand that life is complicated: people get sick, jobs need to be done, etc. If you have a life issue that is so serious that you cannot disconnect from the outside world for the 150 minutes we are together each week, it might not be worth attending class that day.

If you violate this policy, you will be asked to turn off and remove the device in question (and you will lose your attendance and participation points for
the day). If the behavior continues, you will be asked to leave class for that day. For 3 or more offenses, you will earn an “F” for the course. I should say I have never had to fail a student; I have kicked them out of class, though. It was rather embarrassing for them.
Course Description and Learning Outcomes

Together, we will explore how America responds to crime through an exploration of society and the American criminal justice system. The primary goal of this course is to develop a general understanding of this system and the American response to formally recognized norm violations. It is important to note that the general theme of this course involves the delicate balance between community interests and individual rights that criminal justice decision making requires. We will explore this theme by examining the criminal justice process in some detail, focusing on how the system is structured to respond to both criminal behavior and the needs of the political institution and the general public. This requires an understanding of the three core elements of the criminal justice system: police, courts, and corrections.

We will explore the criminal justice system and society in four parts.

- **In Part 1**, we will very briefly examine “crime” and the role of formal Law in America. We will touch on the basic functions of each component of the criminal justice system, discuss the definition of crime and different kinds of crime, and then review the causes of crime.
- **Part 2** of our journey will focus on the beginning stages of the criminal justice process, exploring policing and police decision making. We will explore the history and structure of policing, police management, and legal aspects of policing. We’ll also spend a little time at this point talking about the War on Drugs.
- **Part 3** will address adjudication. Here we will explore the operation of the court system by examining the courtroom work group, all stages of the court process, and progression of cases through the system. We’ll also talk about the sentencing process once someone is adjudicated as guilty.
- **In Part 4**, we will examine a wide variety of issues dealing with corrections. We will discuss probation, parole, community corrections, prisons, and jails. We will also give considerable attention to life in prison, for both the inmates and those who work in prisons.

Best way to contact Prof Dub…
...is by email. PLEASE put “SOC201 (and) <some_kind_of_subject>” in the subject line of your email. I will respond to all email that has this subject within one business day of receipt. I have a very mean spam filter, so it is important you format you emails properly so I receive them in a timely fashion. If it has been 24-hours and I have not responded, and you did format your email correctly, then please email or bug me (before/after class/office hours/etc) again!

When I need to contact you, I will send you email to your Wilkes University email account. It is VITAL that you check your wilkes.edu email address at least once per class day for any last minute changes.

**Required Readings and Materials Required for Class**

What you should bring with you to every class:

- Your name card
- The readings that were assigned for that week (article, book, etc.)
- A writing implement (pen, pencil, crayon, etc.)
- A few sheets of standard-size lined paper

**Required Readings**

In sociology, reading is your homework! We don’t “work problems,” like in a math, engineering, or science course. In sociology, we read, think, write (which is a type of thinking), and then do it all over again. You will NOT pass this course if you do not engage with the reading material.

It is expected that you will do all the “required readings” before coming to the class they are required for. On many days, I may only say a few words (or none at all) about a particular reading. You are still responsible for the materials (in Class Activities, in your team projects, and on tests), **even if I don’t discuss them in class**. You may have great difficulty earning all the Class Activity Points available each day if you have not made an attempt to do the readings for that day. I do not expect you to have mastered the materials by class time, but I do expect you to come prepared to use what you have read and be an active participant in our class meetings.

Some advice on how to read: Your goal is to learn how to read critically! Reading critically means focusing on the overall idea of the reading, the conclusion the author presents, and some of the reasoning and evidence behind the author’s words. In the best case, you will also try and identify any biases and assumptions the author/speaker has (because everything you are exposed to has bias!). What this all means is that at a minimum, you should be able to identify main ideas and key terms from each day’s reading, rather than the fine-points. With the exception of the Criminal Justice System Map, I will almost never ask you to memorize a tiny piece of minutia (though you may still have to learn it!). More often than not, you will be asked to take these ideas, theories, and concepts that you read and learn about, and apply them to social situations. Read critically, but don’t spend time memorizing every minor detail.
The reading schedule has been provided with this syllabus

Books to Buy (or rent or download)


Additional readings will be provided to you in class or on D2L during the course of the semester.

**Grading and requirements for success in this course:**

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</tr>
<tr>
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</tr>
<tr>
<td>3.0</td>
<td>80% - 85%</td>
<td>Accurate, Adequate, Sufficient, Satisfactory</td>
</tr>
<tr>
<td>2.5</td>
<td>75% - 79%</td>
<td>Poor, Incomplete, Inadequate, Insufficient</td>
</tr>
<tr>
<td>2.0</td>
<td>70% - 74%</td>
<td>Confused, Wrong, Incorrect</td>
</tr>
<tr>
<td>1.5</td>
<td>65% - 69%</td>
<td></td>
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points to the overall Attendance & Class/Homework grade (there will be approximately 170 points total – each attendance is worth 2 points and Class/Homework will make up the rest of this portion of your grade).

**Other important policies**

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**Academic Integrity**
Integrity means upholding a code or standard of values. In its most general sense, integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her or his life as a whole, and to understand how the actions he or she takes affect self, others and the community. Individual actions also affect the community of higher education as a whole.

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use
another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class. In this course, those activities are well within the bounds of academic honesty.

However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation.

**Even one occasion of academic dishonesty, large or small, on any assignment, large or small, may result in failure for the entire course and every case will be referred to the Student Affairs office.**

**Examples of Academic Misconduct** include:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism**
- Doing academic work for another student
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation


**If you are unclear about what constitutes plagiarism, please visit these excellent web pages (non-Wilkes.edu) →**


**On technology**

**The use of CELL PHONES and COMPUTERS are not allowed during class time ** !!!

**Unless used to record the day’s lecture OR requested by the professor.**
Due to the highly distracting nature of smart phones and laptop computers (to students AND to the professor), I am banning them from all use/display/etc. during class time, unless prior permission has been received OR they are needed for an activity. Furthermore, recent research shows that taking notes by hand will help you master the material better than if you type up your notes in class, and I will do all I can to assist you in learning the skills and information you need to succeed in our course.

I understand that life is complicated: people get sick, jobs need to be done, etc. If you have a life issue that is so serious that you cannot disconnect from the outside world for the 150 minutes we are together each week, it might not be worth attending class that day.

If you violate this policy, you will be asked to turn off and remove the device in question (and you will lose your attendance and participation points for the day). If the behavior continues, you will be asked to leave class for that day. For 3 or more offenses, you will earn an “F” for the course.

I should say I have never had to fail a student; I have kicked them out of class, though. It was rather embarrassing for them.