

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA				
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Course competencies 1-11. Modules 1-4. Reading assignments Chapters 1-13. Discussion activities, quizzes, and writing assignments. See syllabus and module handout..
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Anthropology	Course competencies 1-10. Modules 1-4. Reading assignments Chapters 4-13. Discussion activities, quizzes, and writing assignments. See syllabus and module handout..
		<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 		

ASU--[SB] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course competencies 1, 2, 3, 9, 10, 11. Modules 1-4.</p> <p>Reading assignments Chapters 1, 2, 4-9.</p> <p>Discussion activities, quizzes, and writing assignments. See syllabus and module handout.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course competencies 1, 2, 4, 6, and 11. Modules 1-4.</p> <p>Reading assignments Chapters 1, 2, 4-9, 14.</p> <p>Discussion activities, quizzes, and writing assignments. See syllabus and module handout..</p>
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	General Studies Designation
AJS	225	Criminology	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Course is designed to advance basic understanding and knowledge about human interactions.	This course is a study of deviance, society's role in defining behavior, theories of criminality, and the economic, social, and psychological impact of crime. The textbook readings and slide deck resources (primary source reading) discuss relationships between statistics and crime trends. Students examine crime victimization and the various types of crime and categories of offenders.	<p>Course competencies 1-11. Modules 1-4. Reading assignments Chapters 1-13. Discussion activities, quizzes, and writing assignments. See syllabus and module handout.</p> <p>Example: Discussion - Criminology, Deviance, and Crime</p> <p>Criminology is the body of knowledge regarding crime as a social phenomenon. It includes in its scope the process of making laws, of breaking laws, and of reacting toward the breaking of laws. The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime, and treatment or prevention.</p> <p>Most people look at deviance and crime as synonymous. However, these are two different concepts.</p> <p>Please respond, in two to three paragraphs (200 words or more), to the following:</p> <ul style="list-style-type: none"> • What is the difference between deviance and crime? • Provide at least 2 deviant behaviors

		<p>that are considered crimes.</p> <ul style="list-style-type: none"> • Provide at least 2 deviant behaviors that are not considered crimes. • Provide an example of a crime in Arizona that would not be a crime in another state.
<p>Course content emphasizes the study of social behavior such as that found in : anthropology</p>	<p>This course covers the characteristics of known offenders including juvenile offenders. Students evaluate crimes of violence, their cultural context, and typology of violent and non-violent offenders. Students apply basic theories to understand offender characteristics in crimes such as sexual offenses, property crimes, organized crime, and white collar/economic crime.</p>	<p>Course competencies 1-10. Modules 1-4. Reading assignments Chapters 4-13. Discussion activities, quizzes, and writing assignments. See syllabus and module handout.</p> <p>Example: Essay 300 words or more, discuss the following:</p> <ul style="list-style-type: none"> • Could negative labels by others (parents, family, friends, etc.) create a condition that would cause a person to be deviant and/or a criminal? Why or why not? Provide two examples to support your response. • Could these negative labels be a catalyst for a person to propel the to try to prove the label is wrong? Why or why not? Provide two examples to support your response. • What is your opinion of the labeling theory and have you witnessed the consequences of someone being labeled? Please explain.
<p>Course emphasizes the distinct knowledge base of the social and behavioral sciences</p>	<p>This course uses research, reading materials, and sources to analyze the relationships between deviance, social control, and criminality leading to criminal behavior. Students study various biological, sociological, and psychological theories of</p>	<p>Course competencies 1, 2, 3, 9, 10, 11. Modules 1-4. Reading assignments Chapters 1, 2, 4-9. Discussion activities, quizzes, and writing assignments. See syllabus and module handout.</p> <p>Example: Discussion - Biology and Criminality</p>

<p>(sociological, anthropological)</p>	<p>criminality and the impact of crime on society.</p>	<p>There have been many studies conducted on Biocriminology. These studies discussed the issues of genetics, IQ, biochemical factors, and neurocriminology as they relate to a person becoming a criminal.</p> <p>In 200 words or more, discuss two of these issues:</p> <ul style="list-style-type: none"> • Can the issues you chose be a determining factor if a person becomes a criminal? Why or why not? Provide an example. • Are there other factors (i.e. social, environmental, peer, etc.) that may play a role in a person becoming a criminal? Explain and provide an example.
<p>Course illustrates use of social and behavioral science perspectives and data.</p>	<p>This course uses social and behavior science perspectives and data to study the impact of crime on society, public views, misconceptions, limitation of statistics, and factors that contribute to an increase in crime.</p>	<p>Course competencies 1, 2, 4, 6, and 11. Modules 1-4.</p> <p>Reading assignments Chapters 1, 2, 4-9, 14.</p> <p>Discussion activities, quizzes, and writing assignments. See syllabus and module handout.</p> <p>Example: Discussion - Weed and Seed Operation Weed and Seed is a federal, state, and local effort to improve the quality of life in targeted high-crime urban areas across the country. The strategy is to “weed” out negative influences (drugs, crime) and to “seed” the neighborhoods with prevention and intervention. The summary and the entire report are below.</p> <p>Please respond, in two to three paragraphs (200 words or more), to the following:</p> <ul style="list-style-type: none"> • Discuss at least two ideas that can be used to "weed" out the negative issues in a neighborhood. Provide examples and

		<p>data if available.</p> <ul style="list-style-type: none">• Discuss at least two ideas that can be used to "seed" a neighborhood. Provide examples and data if available.• Do you believe these ideas can work in your neighborhood? Why or why not?
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MARICOPA

COMMUNITY COLLEGES

Criminology

Course: **AJS225**

Lecture **3** Credit(s) **3** Period(s) **3** Load

Course Type: **Occupational**

First Term: **2003 Spring**

Load Formula: **S**

Final Term: **Current**

Description: Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum

Requisites: None

Course Attributes:

General Education Designation: Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
4. Describe the categories of sex offenses and sexual offenders as well as the public views and misconceptions. (IV)
5. Describe the various characteristics of occasional, professional, and career patterns of property offenders. (V)
6. Describe organized criminal enterprises and their penetration into legitimate businesses. (VI)
7. Describe white collar/economic crimes. (VII)
8. Describe offenders which fall into the special category. (VIII)
9. Describe the various biological, sociological, and psychological theories of criminality. (IX)
10. Describe the criminal/victim relationship and bystander response. (X)
11. Describe the impact of crime on society. (XI)

MCCCD Official Course Outline

- I. Deviance, social control, and criminality
 - A. Definitions of terms, norms, and sanctions
 - B. Relationships between norms and socialization
 - C. Society's role in defining behavior as deviant
 - D. Law as a means of social control
 - E. Origins of law
 - F. Basic premises of criminal law
 - G. Classifications of crime
 - H. Relationship of juvenile offender to society, including status offenders and delinquents
 - II. Epidemiology of crime
 - A. Uniform crime report
 - B. Distinguishing between the extent of known crimes
 - C. Characteristics of known offenders in relation to age, sex, and race
 - D. Limitations of official statistics
 - E. Relationships between statistics and crime trends
 - F. Contributing factors in the increase of crime
 - G. Perspectives of crime from point of view of victim, offender, judge, and criminal justice petitioner
 - III. Crimes of violence
 - A. Frequency and distribution of violent crime
 - B. Cultural context of violent crime
 - C. Typology of violent offenders
 - IV. Sexual offenses
 - A. Categories of sex offenses
 - B. Public views and misconceptions of sex offender
 - C. Varieties of sexual offenses and sexual offenders
 - V. Conventional property offenses
 - A. Characteristics of career criminals and patterns
 - 1. Occasional property offenders
 - 2. Professional offenders
 - B. Types of property offenses
 - VI. Organized crime
 - A. Definition and description of organized crime
 - B. History and development of syndicated crime
 - C. Structure of syndicated crime
 - D. Criminal enterprises
 - E. Penetration of legitimate business by organized crime
 - VII. White collar/economic crimes
 - A. Categories of economic crime
 - B. Impact of economic crime
 - C. The control of economic crime
 - VIII. Special category offenders
 - A. Description of substance abuse
-

1. Relationship to crime
 2. Patterns of use
 3. Treatment approaches
 - B. Psychotic, retarded, and psychopathic offender
 - C. Female offender
 - IX. Theories of criminality
 - A. Biological theories of criminality
 - B. Sociological theories of criminality
 - C. Psychological theories of criminality
 - X. Victims and bystanders
 - A. Criminal/victim relationship as a factor in crime
 - B. Bystander response and the law
 - XI. The impact of crime on society
 - A. Economic impact of crime
 1. Crimes against person
 2. Crimes against property
 3. Illegal goods and services
 4. Public expenditures for criminal justice
 5. Private costs related to crime
 - B. Psychological and social impact of crime
 1. On the victim
 2. Fear and its consequences
 3. Individual defensive reactions to crime
 4. Collective reactions to crimes
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MCCCD Governing Board Approval Date: **2/27/2001**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



GO FAR, CLOSE TO HOME.

Phoenix College

Criminology AJS225, Section 22814, Online Format Fall 2020

Instructor Information

Instructor Name: Bill Williams

Instructor Contact Information:

You can contact me through the CANVAS messaging system in the Inbox of the course.

Email address: bill.williams@phoenixcollege.edu

Office Location and Hours:

I am in E-Building Room E107

Communication Policy:

You may contact me through the inbox tool within CANVAS. I will ensure to respond to all questions within 24 hours on weekdays and within 48 hours on weekends. Please note that my typical reply time will be sooner, but this will be the longest that you will receive a response. You are welcome to call me; however, the response time will be slower. When messaging me please start your subject title with: AJS225 22814.

Course Information

MCCCD Course Description

Study of deviance, society's role in defining behavior; theories of criminality and the economic, social, and psychological impact of crime; relationships between statistics and crime trends. Examines crime victimization and the various types of crime and categories of offenders. Required in the AJS curriculum



Engagement



Excellence



Innovation



Integrity



Respect



Stewardship



PHOENIX
COLLEGE

MCCCD Course Competencies

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
4. Describe the categories of sex offenses and sexual offenders as well as the public views and misconceptions. (IV)
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6. Describe organized criminal enterprises and their penetration into legitimate businesses. (VI)
7. Describe white collar/economic crimes. (VII)
8. Describe offenders which fall into the special category. (VIII)
9. Describe the various biological, sociological, and psychological theories of criminality. (IX)
10. Describe the criminal/victim relationship and bystander response. (X)
11. Describe the impact of crime on society. (XI)

Textbooks & Materials

Required Textbooks

- Criminology 9th Ed., Adler, ISBN# 9781307500417, this is a Phoenix College only version; or the online version at the following link: [Criminology Rental book](#).

Computer Access Required

Technical issues are not considered valid excuses for handing in late work. Canvas can be accessed from any computer with Internet access. If you experience technical problems on your home computer, you have the option of using a colleague's or family member's computer, an on-campus or public library computer, etc. It is also your responsibility to be certain assignments are submitted properly and received by your instructor.

Grading Standards & Practices

Grading Standards

How are papers graded? Papers are graded at a college level. The energy you put into the assignment advances your grade on the assignment. Read the Syllabus and



Schedule Module step 8, Grading Policy. Responses should be thought provoking. If you just mirror an answer from the readings, this will not suffice as adequate for an "A" or "B". If you provide 5 sentences for a topic that requires 4-5 paragraphs or if the response requires a minimum number of words, this will not earn you a passing score for that assignment. The response on assignments and tests should be comprehensive and persuasive. Additionally, the grading of assignments will include whether a student uses proper grammar, punctuation, spelling, and presentation to support their response. All grades for assignments/tests will be posted in the gradebook with the instructor response. The grading scale is as follows:

550-615	Points	A
488-549	Points	B
427-487	Points	C
365-426	Points	D
Below 364	Points	F

Additional Grading Expectations

Assignment Grading Details:

Grading is based on a point system as outlined below:

Syllabus and Schedule Quiz	25
Introduction Discussion Board	10

Module One – Understanding Criminology

Discussion: Deviance and Crime	20
Ingredients of Crime	25
Why do People Commit Crime	30
<u>Chapters 1-3 Exam</u>	<u>50</u>
Total Module 1	125

Module Two – Explanations of Crime and Criminal Behavior

Discussion: Biology and Criminology	20
Strain Theory	40
Discussion: Weed and Seed	20
Subculture of Violence	25
Labeling Theory	25
Discussion: Maximum Security Schools	20
Situational Crime Prevention	30
<u>Chapters 4-9 Exam</u>	<u>50</u>
Total Module 2	230

Module Three – Types of Crimes



Discussion Violence and Gun Control	20
Violent Crimes	25
High-tech Crimes and ID Theft	30
White Collar and Corporate Crimes	30
Discussion: Should We Legalize Drugs	20
Sexual Morality Offenses	30
Total Module 3	155

Module Four – Final Exam and Survey

Survey: Interview of a Suicide Bomber	20
Final Exam	50
Total Module 4	70

Total Points **615**

Point Breakdown	
	Maximum Points
Syllabus & Schedule	25
Exams and Quizzes	150
Written Assignments	310
Discussion Boards	130
Total	615

This is the basic grading criteria. For more detailed information on the points for the grading of the assignments and discussion boards please see the Grading Rubrics in step 8 of the syllabus and schedule module.

Late Work:

It is recommended that you log into CANVAS several times a week. All assignments, discussions, and tests are open from the first day of class. Review all the material to understand what is due and when it is due. You can work ahead so that when



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something does come up, you do not have to worry about completing the material, it is already done.

All assignments, discussions, and tests have specific due dates. These are outlined on the homepage of the course. They must be posted or submitted by 11:55 pm on the date they are due. LATE WORK IS NOT ACCEPTED.

Assignment Submission & Format:

The method of submission for assignments is through CANVAS. The submission can be through three methods:

- It can be typed into the submission area of the assignment,
- It can be typed into a word processing program and then cut and paste it into the submission area, or
- It can be attached as a file. If you attach a file it needs to be in one of the following formats: .doc, .docx, html, or pdf. Documents submitted in a WordPerfect (.wps), .pages, or a .dat file extension will not be accepted as my computer cannot read these files.

The writing assignments must be word processed, double spaced, with one inch margins. The assignments have different paragraph or word total requirements that must be met. The assignments are due as described in the schedule. Proofread carefully as you will be graded on your writing mechanics. Be thorough and substantiate your position with research. Please include a works cited area in APA or MLA format and a word count. For information on how an assignment is graded see the Grading Rubric in the Introduction and Syllabus Module in Step Eight.

The turnaround time for submission of assignments and the assignment/test being graded will usually be completed on Tuesdays or Thursdays following the close of the assignments or tests.

Course Content

Student Preparation and Technical Skills Required: To enroll in this class there are no prerequisites. You do not need knowledge of the criminal justice system. The preparation needed for the assignments in this class require the students to have a basic understanding of writing principles. The student needs to be able to develop a thought, put it in writing, and support their rationale. This includes being able to use proper grammar, spelling, and paragraphing skills. The assignments usually ask for the response in a certain number of paragraphs or a word count. A sentence is not a paragraph. Students need to have a topic sentence and supporting sentence(s) to be a paragraph. The following link describes in detail about paragraphs:



http://www.google.com/search?sourceid=navclient&ie=UTF-8&rlz=1T4GZAZ_enUS352US352&q=purdue+owl:+paragraphs+

Click on the link: Purdue Owl: Paragraphs and Paragraphing.

The technical skills needed for this class are outlined in Step 2 in the Syllabus, Schedule, and Introduction module.

Assignments: Students are responsible for completing all assignments by the date established by the instructor. The class schedule outlines the work and chapters to be covered each week or multiple weeks. The ending date for each of these areas of instruction is outlined in the schedule. As an example, 1/29-2/6. 2/6 is the date through which the assignments will be accepted until 11:55 PM. You can turn the assignments in early if you wish. I would advise not to wait till the last minute to do the assignments as they will disappear at 11:55 PM on the ending dates. You will have ample time to complete all assignments.

Discussions: The use of discussion boards is to allow the students to interact with each other and to learn from the differing viewpoints. We all have opinions about these issues and these opinions are important to the learning process. The Discussion Boards will be graded based on the response of the student to the topic and through secondary responses after reading some of the responses from other students. Therefore, each Discussion Board will require at least three responses, one for the initial topic and two to other student's responses. For information on how the discussion board is graded see the Grading Rubric in the Introduction and Syllabus Module in Step Eight.

College Policies

Student Responsibilities

Syllabus Information: Students are responsible for understanding and adhering to the material presented in this syllabus.

College Policies: Students are responsible for understanding and adhering to the policies in the [Student Catalog and Handbook](http://www.phoenixcollege.edu/academics/course-catalog) (<http://www.phoenixcollege.edu/academics/course-catalog>).

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the



Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS by using the information listed [here](#). The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCDC to create inclusive and accessible learning environments consistent with federal and state law.

Title IX Syllabus Statement:

Addressing Incidents of Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking

In accordance with Title IX of the Education Amendments of 1972, MCCCDC prohibits unlawful sex discrimination against any participant in its education programs or activities. The District also prohibits sexual harassment—including sexual violence—committed by or against students, District employees, and visitors to campus. As outlined in District policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by District policy.

District policy requires all college and District employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator. MCCCDC will provide on its [Title IX Coordinators web page](#), a link to all the [Title IX Coordinators](#) in the district. Reports may also be reported at: <https://district.maricopa.edu/consumer-information/reporting>.

Notice of Changes to Syllabus

Students will be notified by the instructor of any changes in course requirements or policies.



Course Policies

Attendance Requirements - [Administrative Regulation 2.3.2](#)

THIS IS AN ACCELERATED 8 WEEK CLASS. It is recommended that you log into CANVAS several times a week. You must log on to your course within the first 2 days and complete the Introduction and Syllabus/Schedule quiz or you will be dropped. You are responsible to be aware of any course announcements, postings, emails, discussion boards, and changes. Check the course announcements, course schedule, and email for posted changes. The instructor reserves the right to withdraw or fail a student who has been inactive within the course for 2 or more weeks. Students withdrawn for inactivity or non-payment cannot be reinstated. A grade of "W" will be assigned through the 1st week. After the 2nd week, a grade of Y or F may be assigned.

Due to the accelerated nature of this course you are receiving 16 weeks of material in 5 weeks. In a typical course you would need to spend 40 hours of seat time and 80 hours of homework time per 3 credit hour class. This means that for a five week accelerated class a student needs to spend an average of 20-24 hours a week on the class.

Withdrawals - [Administrative Regulation 2.3.6](#) and [Appendix S-7](#)

If you stop accessing the class it is your responsibility to withdraw from the class or to ask the instructor to withdraw you from the class. If you have recorded a score during the time you accessed the class and fail to withdraw when you stop attending, you will receive an "F". If you have not recorded a score during the time you accessed the class, you may be "withdrawn passing". You can find the specific withdrawal dates in your Student Information System.

As per MCCCDC regulations (2.3.2) "Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn." See the attendance policy for details.

Additionally, students may be dropped for non-payment of fees. If you are dropped for non-payment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the Department Chair and is not guaranteed.

Academic Misconduct - [Administrative Regulation 2.3.11](#)

Academic misconduct includes, but is not limited to, cheating and plagiarism. It is expected that every student produce his/her original work. Any student cheating on or plagiarizing any assignment will receive a zero for that assignment. A second offense



will result in failure of the course. For your protection, please avoid even the appearance of academic dishonesty.

Etiquette - [Administrative Regulation 2.5.2](#)

Netiquette - In the interest of conducting an engaging discussion, keep the following in mind - Differing viewpoints are important to vibrant discussions, but remember to be respectful of your classmates' opinions. Provide constructive feedback or ask clarifying questions if you do not understand a classmate's comment. Debating is encouraged, however, demeaning remarks and personal attacks are unacceptable and will not be tolerated.

Phoenix College Resources & Information

CARE Early Alert Program Statement

The CARE (Early Alert) program provides an opportunity to increase student success through coordination and communication among instructors, students who are having difficulty in class, and college support services. Since the CARE program provides essential notices by email, please check your email account frequently. If you receive a notice from the CARE program, please follow the instructions in the notice as quickly as possible.

Student and Academic Services

Phoenix College wants you to be successful in meeting your educational goals. The campus provides a variety of services from reduced cost bus passes to counseling services, food assistance, tutoring and more. [This resource referral guide can help you find out about the services at the college.](#)

General Education Assessment Statement

The faculty and staff at Phoenix College believe your college education should not only include learning content, but also the development of important lifelong skills. We call these general education outcomes. The five (5) general education outcomes we have identified that should be developed throughout your college career are:

1. Writing - develop effective writing skills to communicate.
2. Numeracy - learn to use numerical concepts and data effectively.
3. Critical Thinking - learn to apply critical thinking skills to solve problems, make informed decisions, and interpret events.
4. Oral Presentation - plan and deliver an oral presentation to a target audience.
5. Information Literacy - learn to locate, evaluate, and use information effectively, ethically, and legally.

In this course, we will be focusing on:

Writing, Critical Thinking, Information Literacy



Learning College Statement

The Learning College concept engages students as full partners in the learning process. Students are responsible for their learning and are guided by faculty and staff through four learning college principles:

- Evaluation
- Communication
- Collaboration
- Responsibility



Module One: Understanding Criminology

Read Chapters 1-3 Criminology 9th Ed., Adler, ISBN# 9781307500417

Discussion: Criminology, Deviance, and Crime

Criminology is the body of knowledge regarding crime as a social phenomenon. It includes in its scope the process of making laws, of breaking laws, and of reacting toward the breaking of laws. The objective of criminology is the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime, and treatment or prevention.

Most people look at deviance and crime as synonymous. However, these are two different concepts.

Please respond, in two to three paragraphs (200 words or more), to the following:

- What is the difference between deviance and crime?
- Provide at least 2 deviant behaviors that are considered crimes.
- Provide at least 2 deviant behaviors that are not considered crimes.
- Provide an example of a crime in Arizona that would not be a crime in another state.

Review your classmates postings and respond to at least 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the Discussion Grading Rubric contained in Step 8 in the Introduction and Syllabus module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

This is worth 20 points.

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)

Essay - Ingredients of Crime

The theory that to qualify as a crime, a human event must meet seven basic requirements.

In 300 words or more, please describe the following:

- Describe the seven requirements and provide an example of each requirement.
- Discuss strict liability and provide an example.

Please include your word count and your resources.

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)

Essay – Why Do People Commit Crime?

There are many schools of thought to why people commit crime. There is the classical school and the positivist school. The classical school was based on the works of Beccaria and Bentham. The positivist school was based on biological determinism, psychological determinism, and social determinism.

In 400 words (6-7 paragraphs) or more discuss the following:

- Does the classical school provide ALL the answers to why people commit crimes? Why or why not?
- In reviewing biological determinism, how does physiognomy, phrenology, atavistic stigmata, and somatotype relate to people committing crimes. Provide examples and data (or lack thereof) to support your response.
- After reviewing the different schools of criminality, why do you think people commit crimes?

Please include your word count and your resources.

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)

Exam – Chapters 1-3

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
11. Describe the impact of crime on society. (XI)

Module Two

Read Chapters 4-9

Discussion - Biology and Criminality

There have been many studies conducted on Biocriminology. These studies discussed the issues of genetics, IQ, biochemical factors, and neurocriminology as they relate to a person becoming a criminal.

In 200 words or more, discuss two of these issues:

- Can the issues you chose be a determining factor if a person becomes a criminal? Why or why not? Provide an example.
- Are there other factors (i.e. social, environmental, peer, etc.) that may play a role in a person becoming a criminal? Explain and provide an example.

Review your classmates postings and respond to at least 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the Discussion Grading Rubric contained in Step 8 in the Introduction and Syllabus module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

This is worth 20 points.

Competency:

9. Describe the various biological, sociological, and psychological theories of criminality. (IX)

Essay – Strain Theory

In Chapter 5, the strain theory and cultural deviance theories are discussed. These theories are predicated on the issue of culture and how it affects members of society. In 500 words or more, discuss the following:

- What are the differences between strain theory and cultural deviance theories?
- What are the similarities between strain theory and cultural deviance theories?
- Provide at least two examples to support your responses to the similarities and differences.
- How does the American Dream affect these theories?
- In your view are these theories relevant? Why or why not?

The following videos may aid you in your responses.

Please provide your word count and resources.

Competencies:

3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)

9. Describe the various biological, sociological, and psychological theories of criminality. (IX)

10. Describe the criminal/victim relationship and bystander response. (X)

11. Describe the impact of crime on society. (XI)

Discussion: Weed and Seed

Operation Weed and Seed is a federal, state, and local effort to improve the quality of life in targeted high-crime urban areas across the country. The strategy is to “weed” out negative influences (drugs, crime) and to “seed” the neighborhoods with prevention and intervention. The summary and the entire report are below.

Please respond, in two to three paragraphs (200 words or more), to the following:

- Discuss at least two ideas that can be used to "weed" out the negative issues in a neighborhood. Provide examples and data if available.
- Discuss at least two ideas that can be used to "seed" a neighborhood. Provide examples and data if available.
- Do you believe these ideas can work in your neighborhood? Why or why not?

Review your classmates postings and respond to at least 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the Discussion Grading Rubric contained in Step 8 in the Introduction and Syllabus module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

This is worth 20 points.

Maryvale Weed and Seed Initiative Summary.doc Download Maryvale Weed and Seed Initiative Summary.doc

Maryvale Weed and Seed Final Report (Links to an external site.)

Competency:

11. Describe the impact of crime on society. (XI)

Essay/Written Assignment - Subculture of Violence and Social Control Theory

Subcultures that adhere to conduct norms conducive to violence are referred to as subcultures of violence. Violence is not used in all situations, but it is frequently an expected response. Violence is not considered antisocial. Members of this subculture feel no guilt about their aggression. In fact, some subcultures behavior norms are dictated by a value system that demands the use of force or violence. One of these subcultures of violence are gangs. Additionally, when considering the social control theory in relationship to gang affiliation, it is important to understand the risk factors that influence a person's conformity to society's rules. In 300 words or more, please respond to the following:

- Why do you believe youth join gangs?
- As discussed in the video, explain two of the negative conditions or risk factors that push youth into gang life. Provide examples.
- As discussed in the video, explain two of the positive conditions or risk factors that pull youth into gang life. Provide examples.

- What can we do as a society to limit the risk factors and conditions that push/pull our youth into gang life?

Include your resources and word count.

Why Youth Join Gangs (Links to an external site.)

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
9. Describe the various biological, sociological, and psychological theories of criminality. (IX)
10. Describe the criminal/victim relationship and bystander response. (X)
11. Describe the impact of crime on society. (XI)

Essay – Labeling Theory

Labeling theory basically states that people can contribute to other people's criminality by giving them a negative label which the person begins to believe in and become. Are you a good apple or a bad apple? The labeling of people as good or bad, smart or stupid, pretty or ugly, tends to bring about a self fulfilling prophecy. In 300 words or more, discuss the following:

- Could negative labels by others (parents, family, friends, etc.) create a condition that would cause a person to be deviant and/or a criminal? Why or why not? Provide two examples to support your response.
- Could these negative labels be a catalyst for a person to propel the to try to prove the label is wrong? Why or why not? Provide two examples to support your response.
- What is your opinion of the labeling theory and have you witnessed the consequences of someone being labeled? Please explain.

The following video may aid you in your response (from textbook resources).

Competencies:

9. Describe the various biological, sociological, and psychological theories of criminality. (IX)
11. Describe the impact of crime on society. (XI)

Discussion - Maximum Security Schools

Situational crime can occur anywhere. It all depends on the environment, the choices available, and the type of activity. In the past few years there have been several school shootings. Pages 204-205 discuss the issue of whether or not we need Maximum Security Schools.

Please respond, in two to three paragraphs (200 words or more), to the following:

- Most high schools have security measures in place. Discuss at least two of the security measures and provide examples.
- Compare the security measures that were in place at your high school with the situational crime prevention measures from the book. Which of these measures do you believe were the most effective?
- Is there a point at which security in schools become so extreme that they can no longer be justified? Please explain?
- What would you do to create a safer environment in your schools?

Review your classmates postings and respond to at least 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the Discussion Grading Rubric contained in Step 8 in the Introduction and Syllabus module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

This is worth 20 points.

Competencies 1, 8

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
8. Describe offenders which fall into the special category. (VIII)

Essay - Situational Crime Prevention and Environmental Design

Situational crime prevention consists of the knowledge of how, where, and when to implement a specific measure that will alter a particular situation in order to prevent a crime from occurring. We know there are certain places that crime may occur based on the location and environment where crimes may occur at anytime; i.e. parking lots, convenience stores.

Environmental criminology is a fairly recent offshoot of traditional criminology. The focus of environmental criminology is not why people commit crimes but instead on what can be done about crime. Environmental criminology assumes that crime already exists and that we should make it tougher to commit. It is associated with incivilities and situational crime prevention. It seeks to alter the environment so that crime is difficult to commit. For example, a sign informing people they are being videotaped in a public area might discourage criminals from acting. As an example some cities use signs like these in mall parking lots:

Image result for bait car signs

Bait Car Program (Links to an external site.)

Technology Bait Packages (Links to an external site.)

CPTED: Crime and Design (Links to an external site.)

CPTED: Crime and Design (Links to an external site.)

CPTED Design Guidelines (Links to an external site.)

Violence Prevention and Control through Environmental Modifications (Links to an external site.)

Crime Prevention through Environmental Design (Links to an external site.)

After viewing this information, respond to the following questions in a minimum of 400 words or more:

- What are some of the areas in your community that are targets for crime? Provide at least three examples and discuss the issues with each.
- What are some of the environmental design features that may aid in crime control of these areas?
- Lastly, discuss what environmental designs you have in your home/neighborhood that make the area safer.

Please include references and a word count.

Competencies:

5. Describe the various characteristics of occasional, professional, and career patterns of property offenders. (V)

8. Describe offenders which fall into the special category. (VIII)

Exam – Chapters 4-9

Competencies:

8. Describe offenders which fall into the special category. (VIII)

9. Describe the various biological, sociological, and psychological theories of criminality. (IX)

10. Describe the criminal/victim relationship and bystander response. (X)

11. Describe the impact of crime on society. (XI)

Module Three – Types of Crime

Read Chapters 10-13

Essay/Written Assignment – Violent Crimes

To millions of Americans, the fear of being the victim of a violent crime is ever-present. While definitions of criminal violence vary, one common factor is the use of or the threat of force on the victim by the perpetrator. Criminal violence manifests itself in a variety of offenses, including homicide, assault, family-related abuse, rape and sexual assault, kidnapping, robbery, organized crime. Choose one of the violent offenses from above and in 300 words or more discuss the following:

- Which offense did you choose and what is the nature of the offense?
- Is there a difference in whether the offense was against a stranger or family/friend? Explain
- Do you think that victim participation led to the offense? Explain
- Lastly, how would you protect yourself from being a victim of a violent crime?

Please include your resources and a word count.

Competencies:

3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
10. Describe the criminal/victim relationship and bystander response. (X)

Discussion – Violence and Gun Control

In the United States, the issue of gun control has been in the forefront. We have had many shootings in the recent past. The police and the community need to develop a plan dealing with the strategies of gun control. The following videos discuss the issue of gun control.

Piers Morgan on Gun Control (Links to an external site.)

Penn & Teller on Gun Control (Links to an external site.)

Gov. Matt Bevins (Links to an external site.)

Come Hell or High Water Citizen (Links to an external site.)

Please respond, in two to three paragraphs (200 words or more), to the following:

- What are some of the pros and cons of gun control?
- What are some of the strategies the police and community could employ for gun control?
- What is your view point on the topic and why?

Please include your resources and word count.

Review your classmates postings and respond to 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the discussion board grading rubric contained in step 8 in the syllabus, schedule and introduction module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

This Discussion Board is worth 20 points

Competencies:

3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
8. Describe offenders which fall into the special category. (VIII)

Essay - High-Tech Crimes and Identity Theft

While there may be debates over its definition, it is generally agreed that high-tech crime involves an attempt to pursue illegal activities through the use of advanced electronic media. One can define "high

technology” as “a form of sophisticated electronic device—computer, cell phone, or other digital communication —that is in common use today.” High-tech crimes are more commonly referred to as cyber crime. The advancement of technology in our daily lives has changed how we interact with the world. We have Facebook, Youtube, Twitter, and many more ways to share and communicate. With these advancements comes criminal activity. Cybercrime along with identity theft are part of the rising criminal activities in the world. One of the easiest ways to steal a persons identity is through the use of RFID readers. The following video depicts this issue:

Credit Card Skimming (Links to an external site.)

The following links provide more information to help you in responding to this assignment:

Facts and Cybercrime (Links to an external site.)

Ransomware Video Link (Links to an external site.) (Links to an external site.)

The following link will also aid you in responding to these questions:

FBI Cyber Crime Website (Links to an external site.)

In 400 words or more, respond to the following. Include examples and resources to support your responses.

- What is cybercrime?
- Describe some of the various cybercrimes?
- What are the laws that govern cybercrimes?
- What can we do to prevent being a victim?

Remember to provide examples and word count.

Competencies:

6. Describe organized criminal enterprises and their penetration into legitimate businesses. (VI)
7. Describe white collar/economic crimes. (VII)
8. Describe offenders which fall into the special category. (VIII)

Essay - White Collar and Corporate Crime

White collar and corporate crime have been in the forefront in the late 20th and early 21st centuries. The book, at the beginning of chapter 12, outlines several of the people and corporations that have committed these types of crimes.

In 400 words or more, discuss the following:

- What is the difference between white collar crime and corporate crime?
- Describe two types of white collar crime and provide examples to support your response.
- Describe how the government is investigating and curbing white collar and corporate crime.

- Do you believe there is as much priority given to white collar/corporate crimes relative to property/violent offenses? Please explain.

Please include resources and word count.

Competencies:

6. Describe organized criminal enterprises and their penetration into legitimate businesses. (VI)

7. Describe white collar/economic crimes. (VII)

Discussion – Should We Legalize Drugs?

In the interest of conducting an engaging discussion, keep the following in mind - Differing viewpoints are important to vibrant discussions, but remember to be respectful of your classmates' opinions. Provide constructive feedback or ask clarifying questions if you do not understand a classmate's comment. Respond to the following:

- Should we legalize drugs in the United States as they have in other countries? Please discuss why or why not. Utilize at least one resource to support your discussion.
- Should the taxpayers pay for drug treatment versus incarceration? Please discuss why or why not.
- Should we continue the D.A.R.E. program in our schools? Please discuss why or why not.

The initial response should be at least 200 words and be supported by your research.

Review your classmate's postings and respond to 2 of them. The post to your classmates should be more than "I agree or do not agree". The posts should meet the requirements outlined in the discussion grading rubric contained in step 8 in the syllabus, schedule and introduction module.

In order to receive full credit for this assignment you need to complete at least three posts. These posts should be thought provoking and provide reasoning to justify your opinion.

D.A.R.E. Debate.doc Download D.A.R.E. Debate.doc

(20 Points)

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)

8. Describe offenders which fall into the special category. (VIII)

Essay - Sexual Morality Offenses

All societies endeavor to regulate sexual behavior, although what specifically is considered not permissible has varied from society to society and from time to time. Many believe that prostitution, pornography, and cyberporn lead to deviate sexual behavior and exploitation. The sexual deviate behavior and exploitation has become a common issue with our children. These include issues of child

sex trafficking/prostitution to exploiting and harassing children on the internet. The following videos may help you in responding to questions after the videos:

How the FBI Catch Paedophiles (Links to an external site.)

In 400 words or more, discuss the following:

- Discuss some of the reasons children are or can be exploited?
- How would you begin to fight the exploitation of children?
- Where should we draw the line on cyberporn?
- What is your opinion of cyberbullying and how can we prevent it?

Please include your resources and word count.

Competencies 1, 4, 10, 11

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
4. Describe the categories of sex offenses and sexual offenders as well as the public views and misconceptions. (IV)
10. Describe the criminal/victim relationship and bystander response. (X)
11. Describe the impact of crime on society. (XI)

Module Four – Final Exam and Survey

Survey - Interview of a Suicide Bomber

After viewing the video answer the following questions:

- What were some of the theories/issues you learned in this class?
- What changes would you make to this class?
- Was the content delivered in a way to help you in learning the information; videos, research, etc?

This assignment is worth 20 points

Final Exam Chapters 10-13

Competencies:

1. Describe the relationships between deviance, social control, criminality, and the juvenile offenders. (I)
2. Distinguish the crimes and characteristics of known offenders, limitations of statistics, and the factors that contribute to an increase in crime. (II)
3. Evaluate crimes of violence, their cultural context, and typology of violent offenders. (III)
4. Describe the categories of sex offenses and sexual offenders as well as the public views and misconceptions. (IV)

5. Describe the various characteristics of occasional, professional, and career patterns of property offenders. (V)
6. Describe organized criminal enterprises and their penetration into legitimate businesses. (VI)
7. Describe white collar/economic crimes. (VII)
8. Describe offenders which fall into the special category. (VIII)

Grading Policy

It will help you to understand your grades and your evaluation on exams and papers to remember that an “A” is not average, a “C” is. *And a “C” means that you have simply met the minimum requirements for a particular assignment.* In other words, if you only do everything that I ask you to, you are doing “C” work. The grade descriptions I abide by are as follows:

A = outstanding work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.

B = above average work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.

C = average work which illustrates that the student has met the minimum requirements and expectations for a particular assignment.

D = below average work in which the student does not meet the minimum expectations for a given assignment.

F = below average work in which little or no effort seems to have been expended by the student.

I am willing to go over any assignment or exam with you and discuss any concerns that you might have. If you choose to exercise this right, I ask that you abide by three guidelines, all of which make it easier for us both to concentrate on your concerns.

Please note that reviewing an assignment is essentially starting the grading process again. It is possible to receive a lower grade.

1) Wait 24 hours

2) If you receive a grade that you feel is unsatisfactory, you will **TYPE** an argument explaining to me why you feel I have erred.

3) You have one week from the return of assignment in which to construct and return your argument.

Discussion Grading Rubric

Discussions are utilized as an interactive way of learning about ethics and to exchange ideas.

In the interest of conducting an engaging discussion, keep the following in mind - Differing viewpoints are important to vibrant discussions, but remember to be respectful of your classmates' opinions. Provide constructive feedback or ask clarifying questions if you do not understand a classmate's comment.

A Discussion topic is posted. Students are to respond to the post by a specific date contained within the Discussion. After your initial posting in the Discussion review the posts from fellow students and respond to at least 2 of them.

In order to receive full credit for this assignment you need to complete at least three posts, your initial post and 2 responses. These responses should be more than "great post" or "I agree." Additionally, these responses should be thought provoking and provide reasoning to justify your opinion.

An example of a good post to the initial topic is:

There are many aspects of why every illegal drug available should be legalized. The idea that the government has issued a "War on Drugs" is a great way to allocate millions if not billions of dollars to a useless task. Drugs have been used for centuries, legal or not. The idea of recreational use of drugs will destroy a country is completely false. But the idea of spending millions of dollars against war, when our children do not have adequate schooling, and soldiers do not get the benefits that they deserve seems to be quite contradictory. It seems ridiculous to spend these tax dollars on petty crimes such as ounces of drugs, paraphernalia, and small time dealers. The police are wasting time searching cars for drugs instead of missing children, the court rooms are filled with petty drug crimes instead of seeking justice for violent crimes such as murders and rapes. Also the prisons have become over-populated with these non-violent crimes, leaving the violent men and women left undetected to run the streets. Another aspect of why all drugs should be legal is because of personal freedoms. The government should not have any control what an adult chooses to put into their bodies, especially with the controversies over legal medications. More legal medications cause problems throughout this country than most illegal drugs, These include Vicodin, Adderall, and Codeine. Except the fact that they are legal, and doctors prescribe them to the young and old, it doesn't seem much different. All drugs can be used out of context but that is where personal responsibility needs to play a part in this society. Men and women should not have to die because of any part of the illegal drug system, but many do on a daily basis. If these drugs became a part of the legal society, many of these crimes would demolish considerably. Also, the fact that many crimes and accident happen while people are using these drugs is not relevant. The fact that alcohol, Vicodin, and many other legal drugs are a large part of these crimes and accidents, it does not make sense to single certain drugs out. If the illegal drugs were the only drugs that motivated hate, money, selling and buying, growing and distributing, as well as accidents and crime, the idea of keeping them illegal would be common sense. But the fact that any substance

used in large quantities can cause harm, does not give a sufficient reason for making them illegal.

An example of a good post to a fellow student is:

I do agree that many crimes and accidents happen because of illegal drugs. But illegal drugs are not the only things that cause accidents and crimes. Many crimes committed are for medications such as Adderall and Vicodin. Many people who operate machinery are using these medications on a daily basis, along with several more and alcohol. Legalizing drugs, does not mean that they are permissible to be used while on the job or driving. Although alcohol is legal, many if not everyone will be fired from their jobs or get arrested while driving if under the influence. Drug rates have sky rocketed because of America's way of life. Everyone wants what they can't have, and they will resort to anything to obtain these things. This is not only true with drugs, but expensive clothes are stolen and underage children drinking and smoking cigarettes. The idea of making something illegal has not kept people away from doing these things, but possibly led them to it even more. Studies say that most people, who decide to start smoking, do so under the age of 18. Same is true with young adults drinking alcohol. For the government to control what a person can put into their own body does not seem right. If the government was truly concerned about their people's health, they would regulate fast food businesses as well. The reason for them not regulating these other harmful things is because of the tax revenue. It would be very hard to tax illegal drugs for the main purpose that they can't even control it when it is against the law to have it.

Grade Description	Grading Criteria	Points
Excellent	The response was well written with few writing errors. It was accurate, original, and relevant to the topic. It was stimulating and well thought out. It makes significant contribution to the topic. Responses are in a timely manner.	20
Above Average	The response was well written with few writing errors. The response lacks one of the qualities outlined in the excellent response. Responses are in a timely manner.	16-19
Average	The response has some spelling error or grammar errors. Provides some information on the topic but lacks depth and is vague. May lack two or more of the qualities outlined in the excellent response.	12-15
Below Average	The response has many writing errors. It lacks substantive content to the topic. It provides general and superficial comments. The required number of responses was not met.	0-11

There will be several writing assignments in this class. The writing assignments must be word processed, double spaced, with one inch margins. The assignments have different paragraph or word total requirements that must be met. The assignment will be submitted in a Word (.doc or .docx) or Rich Text Format (.rtf) document. The assignments are due when the Chapter or Section for that assignment closes. Proofread carefully as you will be graded on your writing mechanics. Be thorough and substantiate your position with research. Please include a works cited area in APA or MLA format. Below is the grading rubric for written assignments:

Written Assignment Grading Rubric			
Criterion	Excellent - 90-100% of Points Per Criterion	Good - 70-89% of Points Per Criterion	Poor - 0-69% of Points Per Criterion
Content & Development - 60% of Grade	Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses course concepts. - Content and purpose of the writing are clear.	Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought.	Content is incomplete. - Major points are not clear and /or persuasive.
Organization and Structure - 20% of Grade	- Structure of the paragraph is clear and easy to follow.	Structure of the paragraph is not easy to follow. - Paragraph transitions need improvement.	Organization and structure detract from the message of the writer. - Paragraph is disjointed and lack transition of thoughts.
Format - 10% of Grade	Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment.	Paper follows most guidelines. - Paper is over/ under word length.	Paper lacks many elements of correct formatting. - Paragraph is inadequate/excessive in length.
Grammar and Spelling - 10% of Grade	Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.	Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.
Grading Rubric Modified From: http://www.rcampus.com/rubricshowc.cfm?sp=true&code=Z643W			

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