

Introduction to Criminology (3 CR)

CJUS 351/SOC 351

(U0820T)

Fall 2009 Syllabus



"Moral reality, like all reality, can be studied from two different points of view. One can set out to explore and understand it and one can set out to evaluate it. The first of these problems, which is theoretical, must necessarily precede the second [...] -- Emile Durkheim, 1906 - "The Determination of Moral Facts"

Instructor: Robert Swan
Contact E-mail: Robert.Swan@usd.edu
Office Hours: Monday 8-10AM and/or by appointment.

Office Location: Dakota Hall 101
Contact Phone: (605) 677-6677

CJUS 351 INTRODUCTION TO CRIMINOLOGY: (Also **SOC 351.**) In the United States (and elsewhere), most people feel that that they understand crime and do not hesitate to make sweeping generalizations about its causes. Typically, these understandings (and resulting generalizations) are usually built upon a single, normative (i.e., value-laden) belief that crime is a result of *moral* failure on the part of the individual. Unfortunately, this belief—though wielding significant public policy influence—is built upon *very* shaky foundations. As a result, many of us do not know as much as we think we do about crime and its causes. This poorly constructed cognitive foundation ("aided and abetted" by distorted media portrayals of crime and repeated portrayals of anomalous criminal behavior) has facilitated the construction of an increasingly distorted image of crime at both the individual (micro) and societal (macro) levels. This has led, many argue, to a number of distorted and unproductive (or outright destructive) criminal justice policies.

Developing a sophisticated understanding of crime causation require data. However, we first need a framework, or theory, which may usefully inform our collection and analysis of that data. We may also use multiple theories to explore different types of crimes committed by individuals possessing very different personal attributes (e.g., gender, age, race, & etc.) and living within unique environments (e.g., high crime, suburbs, rural & etc.) As opposed to relying strictly on our *beliefs* about crime causation, this course enhances the student's understanding of crime and its causes by building upon solid empirical evidence developed through rigorous, theory-driven research and (falsifiable) hypothesis testing. From analyses of data collected through theory-driven research we may increase our chances of improving rather than worsening crime and recidivism.

This course is designed to provide the student with a solid foundational understanding of crime and its causes. In the first portion of this course we will survey multiple theories of crime causation. This exploration will be somewhat historical in that we will examine the origins of a "social science" of crime. We will use that knowledge as a platform from which we will explore current (and currently debated) theories of crime causation—from micro-level explanations to macro-level explanations and evaluate them as we go. This foundation will provide the student with the tools and knowledge they will need to build an increasingly sophisticated understanding of crime and its causes. In the second portion of the course, you will be exposed to empirical, anecdotal and literary accounts of crime and asked to analyze the accounts theoretically.

CJUS 351 encourages and enables students to think critically when evaluating their own beliefs about crime causation, media and pop culture accounts of crime causation and the theories of crime causation presented to you in this course.

Required Texts

Siegal, L.J. (2008). *Criminology: Theories, Patterns, and Typologies* (9th Ed.). Belmont, CA: Thompson/Wadsworth.

Messner, S.F. & Rosenfeld, R. (2007). *Crime and the American Dream*. Belmont, CA: Thompson/Wadsworth.

Camus, A. (Any Edition). *The Stranger*. (Any Edition)

Shakur, S. (1993). *Monster: The Autobiography of an L.A. Gang Member*. NY: Grove Press.

Abbott, J.H. (Any Edition). *In the Belly of the Beast: Letter From Prison*. (Any Edition).

Zimbardo, P. (2008). *The Lucifer Effect: Understanding How Good People Turn Evil*. NY: Random House.

Additional Required Readings:

An electronic reading packet are available online through D2L.

Course Pre-requisites

There are no prerequisites for this course. However, if you are new to Criminal Justice Studies, you should talk with me prior to enrolling.

Technical Standards

Please review the current D2L Orientation handbook that I have posted on our course website.

Contacting the Instructor & Instructor Response Times

Please email me via D2L or at Robert.Swan@usd.edu. Email requests, questions and comments are fielded at any time and my responses will arrive no later than 24hrs thereafter. I also have office hours on Monday morning from 8:00-10:00 AM on the USD campus. You may also make an office or phone appointment to meet with me outside of these hours.

Student Expectations & Requirements

Learning Objectives

- Develop a general, descriptive understanding of criminology as a social science.
- Develop an **introductory** but increasingly sophisticated understanding of basic concepts and theories related to crime causation.
- Develop an **introductory** but increasingly sophisticated sense of how public perceptions may or may not influence the politics of crime control and the construction of deviant categories.
- Through theoretical, literary, and case-study readings, develop an **introductory** but increasingly sophisticated (i.e., theoretical) understanding of emerging and problematic criminal justice issues. A few of the examples and readings discussed in this course include:
 - Understanding Crime and Criminal Justice in America (One episode per week)
 - NPR Radio Series: <http://www.npr.org/templates/story/story.php?storyId=90482523>
 - Social construction of deviant categories
 - Reading (Book): “The Stranger” by Albert Camus
 - Reading (Chapter): “Wayward Puritans” by Kai Erikson
 - Sex Offenders: Designations, causes, and treatment.
 - Reading (Report): From Prison to the Community: South Dakota’s Collaborative Approach to Managing Sex Offenders by Steve Feimer, DPA
 - Gangs & “gangbangers”:
 - Reading (Book): “Monster” by “Monster” Kody Scott
 - The effect of American culture on crime causation
 - Reading (Book): “Crime and the American Dream” by Messner & Rosenfeld
 - The effect of Situational factors on human behavior:
 - Reading (Book): “The Lucifer Effect: How Good People Turn Evil” by Philip Zimbardo
 - The effect of Prison on Reentry, recidivism and behavior
 - Reading (Book): In the Belly of the Beast: Letters from Prison by Jack Abbott
- Develop an **introductory** understanding of concepts and theories related to mass media portrayals of crime and criminal justice (i.e., basic media literacy) and the mass media’s possible impact on criminal justice policy.

At the conclusion of this course you will be able to:

- Discuss the study of criminology as a social science. You will be able to identify the basic elements of theory and hypothesis testing and discuss why theory is important to our understanding of crime causation.
- Identify, list and discuss various theories of crime causation and apply them to specific cases.
- Discuss why understanding theories of crime causation are important to policy development.
- Identify and discuss a variety of “problems” associated with a “normative” understanding of crime causation.
- Identify and discuss the “Pros” and “Cons” of selected theoretical frameworks.
- Discuss social construction theory and its usefulness in understanding mass media portrayals of crime.
- Media literacy: Identify, list, define and discuss key concepts in relation to news media biases, values, and media framing of crime causation.
- List and explain the factors which may lead to distorted public perceptions of crime and criminal justice phenomena.
- Propose and discuss solutions to contemporary crime problems based upon a theoretical understanding of your chosen crime issue.

Measuring your Success: This course will employ essay and online response assignments, a multiple choice and short answer midterm and midterm prospectus paper, and a final paper.

Student Expectations & Requirements II

The class will generally follow a lecture/discussion format based on the assigned readings, presentations, and my weekly lectures. **General & specific course questions are always welcome via phone, email, discussion board or via an in-person, on-campus office appointment.** *NOTE: If your question is of a personal nature, please communicate them to me privately via email, phone, or in-person. **Please** don't post questions and concerns of a private nature in the D2L public discussion forum. In other words, slow-down and double check the context in which you are writing your question before you hit send...that is, are you in the public discussion, chat or private email forum?

Time Expectations & Pace of Course: You will be expected to put in about 15-20 hours per week for a 3 credit, upper division course. As will be discussed in more detail below, this time will be spent completing reading and/or participating in online discussion/essay assignments, exams and individualized research projects.

This course is highly structured. Essay assignments are posted weekly (on Mondays) and there is a scheduled midterm exam, prospectus paper and final research paper. Weekly discussion essay responses may not be posted after the due date. **See assignment schedule below.**

Essay Writing Guidelines and Expectations: I have posted essay writing guidelines and expectations on D2L. These are very clear statements regarding my grading criteria and expectations regarding the quality of your writing work. You may read these statements online, download them to your computer and/or print them if you so desire.

Essay Sources: In this course, Wikipedia (ugh!) is not considered a valid source (please read the article, "The Hive" that I have posted on our D2L homepage and in the course content section of D2L). Valid sources are: assigned readings, texts, lectures, journal articles (peer reviewed), some media sources & others. If you have questions about a source, do not hesitate to ask.

"Netiquette": General netiquette can be found in the CE online Orientation at <http://usd.edu/ce/Orientation.pdf> Please observe normal rules of courtesy...that is, there will be no personal attacks, name-calling or other disparaging remarks posted in the discussion forum or in the chat room (which is available to you as a resource and which I may utilize on occasion). Vigorous and lively discussion is encouraged...but *remember* that this is a college-level discussion forum. Students who do not observe basic rules of decency and etiquette will be warned once and thereafter sanctioned according to the severity of the violation and in accordance with University Policy. Other elements of good online etiquette are:

1. Do not write your responses in all caps...in the online "world," this is equivalent to shouting.
2. Use proper grammar, punctuation and spelling. For example, "E-Z" is not the correct way to spell "easy" and "Kool" is not how you spell "cool."
3. Write in clear, complete sentences. Do not treat our discussion board as a "text message" receptacle.

Detailed Description of Course Assignments & Requirements

3 components of your final grade

1. **Part 1:** The first component of your grade is broken into 2 (two) parts (10 online writing assignments total). Each writing assignment is worth 10 points for a total of 100 points (25% of your grade):

- a. **Part 1a:** There are **14 reading sections** to be completed this semester (see schedule below). You are required to complete the readings for each section by the day they are assigned, in this case, every Monday...at which point I will post the Lecture for that Section.

Out of those **14 topic areas**, you will be required to choose **FIVE (5) different topic areas** and post **FIVE (5) original responses** (600-800 words) to questions that I will post for each topic area every Wednesday. Your **well-crafted** responses will be due **on-line** no later than Friday afternoon by 3:00 pm (no late exceptions). The best responses (i.e., "A" responses) are well written (i.e., there is an argument, support, and conclusion) and utilize the lectures AND assigned readings to support their arguments. **I have posted writing guidelines on D2L (See: D2L "Getting Started" widget (i.e., box on left hand side of course home page).**

- b. **Part 1b:** Additionally, you will be required to respond to **FIVE (5) posts from your fellow classmates** over the course of the semester. These responses must be posted by 3:00 PM, Sunday afternoon **and may be posted the same week as your essay post**. By imposing these deadlines, I am attempting to keep the discussion “live” and therefore, interesting. So...if you want to respond to a given topic or post, make sure you do so by the deadline.
 - c. **Grading and Assignment Return:** I will have your discussion assignment graded and your grade returned to you (via private D2L email) by that Sunday evening or early, the following Monday morning.
 - d. **Component 1 (1a & 1b) of the course is worth 25% of your grade.**
2. **Part 2:** The second component of your grade is also broken in to 2 (two) parts: A midterm Exam and a midterm prospectus (a proposal for research and a short preview of your final paper)
- a. **Part 2A: Midterm—The midterm will be held online on November 2nd.** You will be expected to have read (and have understood) all of the material through Section 9. The midterm will be worth **50 points** and will consist of 50 multiple choice & Short Answer questions worth 1 point each. **A study guide will be distributed prior to the exam.**
 - b. **Part 2B: Midterm Prospectus—**A midterm prospectus worth **50 points** will also be due on the day of the midterm examination. A midterm prospectus is, essentially, a proposal for research and a short preview of your final research topic. I have posted guidelines for writing this paper on D2L on our home page.
 - c. **Grading and Assignment Return:**
 - Exam: Since your midterm exam will be taken online, you will know your results immediately, as it is auto-graded.
 - Prospectus: In this course, we will be using the “drop-box” function for turning in the midterm prospectus and final research paper. I have posted the “Drop-box” instruction guide on our D2L home page. Please submit your midterm research prospectus to the drop-box on November 2nd. **I will have your Midterm prospectus graded and your grade returned to you (via private D2L email) within 7 days.**
 - d. **Component 2 (2a & 2b) of the course is worth 25% of your grade.**
3. **Part 3: Final Research Paper –** A final research paper will conclude your experience in this course. You will choose 1 (one) criminology problem and discuss it from both a normative (popular) perspective and through the lens of multiple theoretical frameworks. This paper examines your ability to think critically about crime causation and asks you to evaluate multiple theoretical frameworks, popular opinion and your own opinion about crime causation in a specific area in relation to actual research and data. **Final Paper Guidelines are posted on D2L.**
4. **Grading and Assignment Return:** I will have the final papers graded one day prior to turning in my final grades. Upon request, I will send you your final paper grade.
5. **The Final Research Paper is worth 50% of your final grade.**

Grading Short Discussion Essay Posts

10 Point Essays: Discussion/essay grading is, of course, fairly subjective. However, there are some things that I always pay close attention to.

Everybody starts with 10 points and from there I subtract points based upon the following criteria:

- 10 = Rude/disparaging remarks directed toward other students.
- 5 = No citations used and/or no discussion of assigned literature
- 5 = No clear argument
- 4 = Did not address the question.
- 3 = Incoherent sentences/ideas
- 2 = Sloppy writing (e.g., spelling errors & etc.).
- 2 = No title.

Developing a title for your essay is important...titles help you to organize your thoughts and keep your discussion on track. **Please also refer to the links I have posted in the D2L “USD Getting Started” widget regarding good essay writing.**

What is an “A” Essay?: Good essays will always cite and discuss relevant assigned literature and lecture material in support of their discussion point or argument; They will address the question directly and present a clear argument; They will always be written in a tone that invites discussion and feedback; They will employ good grammar, punctuation and spelling practices and the use of coherent sentences (all of these latter items usually manifest after a few proof-reading and editing sessions with your essay *prior* to turning it in); and they will have a title that hints at the substantive content of your essay and that is *related* to the substantive content of your essay (For example, an essay entitled, “*Socially Constructing a Distorted Image of Crime: The Problem with News Media Portrayals of Sex Offenders*” that does not discuss social construction theory may be problematic).

Final Research Papers: Grading criteria for these projects are posted on D2L and handed out in class just before or just after the midterm exam.

Summary of Course Assignments & Requirements

Assignment	% Final Grade
10 Short Discussion Essays	25% (100 pts)
Midterm Exam	12.5% (50 pts)
Midterm Prospectus	12.5% (50 pts)
Final Research Paper	50% (200 pts)

In order to pass the course, the Final Research Paper must be turned in. Final Course Grading is as follows:

A= 351 to 400

B= 301 to 350

C= 251 to 300

D= 201 to 250

F= 200 and below

Course Assignment Schedule: Remember – Assigned readings should be completed by Monday. **Readings marked with an asterisk (*) can be found in the online Reading Packet. All other readings can be found in your required texts.**

Week 1 (August 31st): Welcome to CJUS 351: Introduction to Criminology!

- **Introductions**, “Gangsta Rap made Me Do it” presentation, & discussion on “*Causation*”
- Syllabus handout (Wednesday)
- **Lecture:** Syllabus & Course Requirements (Friday)
- Student Expectations: What do you want out of this course?
- “Pop Quiz” on crime & Overview of American Criminal Justice System

- **Lecture:** What is Criminology? Why do we use theory? Applying the Scientific Method to criminological phenomenon.
- **Reading (Text):** Siegel, Chapter 1: Crime and Criminology.
- **Reading: * Begley “Why We Believe”**
- **Listen** to the ***first*** in the NPR series: “Criminal Justice”
<http://www.npr.org/templates/story/story.php?storyId=90482523> Note: They are listed in order of most recent presentation. So, go to the bottom of the list and begin with: “**Blacks and the Criminal Justice System**” and work your way up the list each week.

Week 2 (Sept. 7th): Constructing Deviant Categories

- **Reading:** *Erikson, K.T. (1966). Wayward Puritans. Read: Pp.3-29.
- **Reading:** *Chiricos, T. Moral Panics
- **Reading:** *Liska, Social Construction Theory
- **Reading:** * Becker, Moral Entrepreneurs
- **Reading:** * Glassner, “Youth at Risk.”
 - **News Media Readings:**
 - *Bennett
 - *Lawrence
 - *Entman
 - *Jewkes: List of 21st century news values
- **Lecture:** Constructing Deviant Categories and Situations
- **In-class Activity:** JibJab presentation & Discussion
- **NPR:** [‘Stop Snitching’ Movement Confounding Criminal Justice](#)

Week 3 (Sept. 14th): How do we measure crime & victimization?

- **Reading (Text):** Siegel, Chapters 2 & 3: The nature and extent of Crime & Victims and Victimization.
- *** Martinson: “What Works?”**
 - Also read the article describing Martinson’s actual suicide and his despair over his article regarding what works.
- **Lecture:** Measuring Crime & Victimization
- **Lecture:** Theories of victimization
- **NPR:** [Companies Cashing in on People's Prison Stripes?](#)
- **NPR:** [Breaking Out of the Prison Industrial Complex](#)

Week 4 (Sept. 21st): Theories of Crime Causation

- **Reading (Text):** Siegel, Chapter 4: Choice Theories
- **Reading (Text):** Siegel, Chapter 5: Trait Theories
- **Lecture:** Choice & Trait Theories

Week 5 (Sept. 28th): Theories of Crime Causation

- **Reading (Text):** Siegel, Chapter 6: Social Structure Theories
- **Reading (Text):** Siegel, Chapter 7: Social Process Theories
- **Lecture:** Social Theories

Week 6 (Oct. 5th): Theories of Crime Causation

- **Reading** (Text): Siegel, Chapter 8: Social Conflict Theories
- * **Reading (Convict Criminology)**: Preface, Introduction, Chpt. 1.
- **Reading** (Text): Siegel, Chapter 9: Developmental Theories: Life Course & latent Trait
- **Lecture**: Conflict Theories & Development Theories

Week 7 (Oct. 12th): Crime Typologies

- **Reading** (Text): Siegel, Chapter 10: Violent Crime
 - **In Focus**: “From Prison to the Community: South Dakota’s Collaborative Approach to Managing Sex Offenders.” You do not need to read the whole report...but do skim and read the study’s findings and conclusions.
- **Reading** (Text): Siegel, Chapter 11: Property Crime
- **Lecture**: Crime Typologies

Week 8 (Oct. 19th): Crime Typologies

- **Reading** (Text): Siegel, Chapter 12: White Collar Crime
- **Reading** (Text): Siegel, Chapter 13: Public Order Crime
- **Reading** (Text): Siegel, Chapter 14: Cyber Crime
- **Lecture**: Crime Typologies

Week 9 (Oct. 26th): Prisonization: The Effect of Prison on Human Behavior

- **Lecture**: Prison Effects on Human Behavior
- **Reading** *Sykes, “The Pains of Imprisonment.”
- **Reading**: *Kupers, “Prison madness”
- **Reading** *Hans Toch, The Future of Supermax Confinement.
- **Reading** *Supermax Prisons and Effects
- **Reading** *Boot Camp Verdict
- **Reading** *Dyer, J. (2000). The Perpetual Prisoner Machine. Pp. 1-26.
- **Reading** *Hassine, V.(2004). Life Without Parole: Living in Prison Today. Read: “Prison Overcrowding”; “Prison Rape”; “Relationships Between Inmates and Guards”; & “In Search of the Convict Code,” Pp. 169-207.
- **Reading** *Wright, K. (2006) “Prison Outbreak: An Epidemic of Hepatitis C.”
- **Reading** *Petersilia, J. (2003). When Prisoners Come Home: Parole and Prisoner Reentry. Read: Pp.3-20
- **Reading** *Prison Rape Elimination Act
 - *Sexual Violence in Prison: “In the Shadows” (skim report)
 - *Sexual Violence in Prison: Beck & Harrison (skim report)
 - *Sexual Violence in Prison” PREA Report on Sexual Violence in California Prisons (skim report)

Section 10 (Nov. 2nd): Midterm Exam & Prospectus Due – November 2nd

1. The midterm Exam Review has been posted since the beginning of Week 8.
2. You will be expected to have read (and have understood) all of the material through Section 9.
3. The midterm will be worth 50 points and will consist of 50 multiple choice & Short Answer questions worth 1 point each.

4. Your Prospectus should be submitted to the drop box today as well. It is worth 50 points.
5. The midterm exam and prospectus are worth 100 points, 25% of your final grade.

Part II – Empirical, Literary & Theoretical Case Studies: Applying Theory to Human Behavior

****Note on the following readings: We will read these together during the week and fully discuss them online.***

Week 11 (Nov. 9th): Socially Constructing Deviance & Guilt

- **Reading** (Text): Camus, The Stranger
- **Activity:** Discussion
- **Final Paper Guidelines Reviewed**

Week 12 (Nov. 16th): Prison Effects

- **Reading** (Text): Abbott, In the Belly of the Beast
- **Activity:** Discussion
- **NPR:** [Stemming the Spread of HIV Behind Bars](#)
- **NPR:** [Addressing the Harsh Reality of Rape in Prison](#)

Week 13 (Nov. 23rd): Gangbanging

- **Reading** (Text): Shakur, “Monster”
- **Activity:** Discussion
- **NPR:** [Stopping Race Wars Behind Bars](#)
- **NPR:** [A Closer Look: Racial Tensions Behind Bars](#)

Week 14 (Nov. 30th): Crime and American Culture – Success at all costs

- **Reading** (Text): Messner & Rosenfeld, Crime and the American Dream
- **Activity:** Discussion

Week 15 (Dec. 7th): The Lucifer Effect

- **Reading** (Text): Zimbardo (Read: Preface; Chpt. 1,2,4,9,10 & 12,13, 14 (Abu Ghraib)
- **Activity:** Discussion
- **NPR:** [Death Penalty Under Review](#)
- **NPR:** [Does Child Rape Warrant the Death Penalty?](#)

Final Research Paper Due: Monday, December 14th

Academic Dishonesty – University’s Academic Dishonesty Statement:

“No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.*
- b. Allowed to rewrite and resubmit the assignment for credit.*
- c. Assigned a reduced grade for the course.*
- d. Dropped from the course.*
- e. Failed in the course.”*

Course Policy on Dishonest Assignments: This course will adhere to USD’s policies on, and definitions of, academic dishonesty as discussed in the *Student Handbook*. The relevant passage is reproduced below. Any student caught violating this code of conduct will experience the following:

A grade of zero will be recorded for the exam or research paper on which cheating or plagiarism takes place and a letter will be sent to the Vice President of Academic Affairs and the Dean of the student’s program notifying them of the offense. If a second offense should occur the student will receive a grade of “F” for the semester and a second letter will be sent to the VPAA and Dean.

University of South Dakota’s Policy on Academic Dishonesty

A. Academic Dishonesty: Acts of dishonesty, including, but not limited to the following:

1. **Cheating**, which is defined as, but not limited to the following:
 - a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination;*
 - b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or*
 - c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.*
2. **Plagiarism**, which is defined as, but not limited to, the following:
 - a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;*
 - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.*

In order to avoid any student confusion in relation to plagiarism policies, I have included a short paper in your reading packet entitled, ***“Using sources properly, paraphrasing well, and avoiding plagiarism”*** by Dr. Elizabeth Milliken.

Freedom in Learning Statement

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

Statement of Compliance with the Americans with Disabilities Act

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the policy of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director

Disability Services
Room 119, Service Center
605.677.6389
www.usd.edu/ds; dservices@usd.edu

Additional Information and Policies

Policies and procedures covering this course are detailed in the *Online Study Student Handbook*.

Early Alert and Deficiency Grades University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings.

Instructor Initiated Drop The Instructor Initiated Drop will be used if the student has not participated in the course discussion by September 7, 2009 at 5:00 p.m. A student may also be dropped by the instructor for plagiarism or cheating as per University policy discussed above.

Extra Credit There is no Extra Credit offered in this course.

Make-up Policy The exam must be taken on the scheduled date. Make-up exams will be given, at the instructor's discretion, only to those who make prior arrangements and/or who present me with a legitimate emergency (i.e., severe student illness, death in the family & etc.).

Incomplete The grade Incomplete (I) is a **discretionary** grade and is only given if very specific arrangements are made by the student with the instructor for completing the course before the last day of the semester. A student then must complete the course before the end of the next semester or the grade automatically changes to F. Some alterations to this policy are possible, depending on the individual case, but must be discussed with the instructor prior to the end of the semester.

Course Evaluation Students will be asked to evaluate the course using established online or offline formats.