# NORTHEASTERN TECHNICAL COLLEGE  
## ONLINE COURSE OUTLINE

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>PREFIX NO.</th>
<th>EFFECTIVE DATE</th>
<th>NEXT REVIEW DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ</td>
<td>130</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TITLE:</th>
<th>CREDITS</th>
<th>CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology</td>
<td>3</td>
<td>3 0 3</td>
</tr>
</tbody>
</table>

**PREREQUISITES:** CRJ-101 with a grade of “C” or better.

**DESCRIPTION:** This course is a study of the organization, administration, and management of law enforcement agencies.


**MATERIALS (specifying those to be purchased by student):** Textbook

Keeping documents on hand is essential in the event of technology failure. It is highly recommended that you print the following items for your reference:

- This Syllabus
- Term Calendar
- Instructor Info

Please note, you MUST read and print this syllabus to gain access to the course. All items are hidden until the syllabus is opened. Once you complete this, reload the course page, and you will see the lessons open. You MUST complete the lessons for each module to get access to the weekly work. This is specifically made so students can get the information in the order they need to succeed.

**CLASS MANAGEMENT ACTIVITIES (Attendance, tardies, testing, etc.):**

**ACADEMIC DISHONESTY:**

NETC expects each student to earn his/her own success; if academic dishonesty occurs, disciplinary action will be taken. Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and falsification of information.

The first measure of discipline is the assignment of “0” or “F” for the affected test, paper or project, with explanation provided to the student. Faculty submits a written report of the offense to the Dean of Student Services. Repeat offenses of academic dishonesty will result in additional disciplinary actions. See Student Code and Grievance Procedures.

All work submitted to NETC must be the student’s original work. NETC uses Turnitin.com to detect for plagiarism. By enrolling in an online course, the student agrees that any submitted work can be checked for plagiarism. While the faculty at NETC understand that online learning can be challenging, Turnitin.com will be used for learning purposes. We encourage all students to check their work first, as permitted, to ensure the work is original. For more information, please see [http://www.plagiarism.org/plag_article what is plagiarism.html](http://www.plagiarism.org/plag_article what is plagiarism.html)
ATTENDANCE/LESSONS:

Students must attend a minimum of 80% of the meetings of each class in order to earn credit for the class. If students miss more than 20% of a class, the student will be dropped automatically by the instructor, and assigned a grade of “F”. Fall and Spring Semesters (15-week): You may not have more than three (3) absences. In summer and Mini-Mester classes (10-week): You may not have more than two (2) absences.

Course readings and assignments are the equivalent to class time within on ground classrooms. Therefore, students should expect to log on at least twice per week, spending at least 2.5 hours per week in the classroom, in a 16-week course, and four (4) hours per week in a 10-week course. While online classes are convenient, they are not a substitute for work a student would see at a “brick and mortar” classroom. Online courses offer flexibility; however, students must adhere to due dates. How the students break time down is their prerogative, as this is a guideline as to how time should be spent in the online classroom.

NETIQUETTE:

Northeastern Technical College encourages all opinions, perceptions, and freedom of thought and writing. NETC also does not tolerate disrespectful, spiteful, or derogatory writing. Please use Netiquette when posting, your grade partially depends on it.

See Netiquette Guidelines for more information. If link is unavailable, go to http://www.albion.com/netiquette/corerules.html

TESTING POLICY:

Per NETC policy, at least one (1) exam/test/quiz must be taken at an NETC Campus or Satellite Campus. The instructor will announce details in the classroom.

EXPECTATIONS FOR THE STUDENT:

* visit the course site a minimum of two days per calendar week
* complete all assigned readings from text and other course related documents
* participate in classroom discussions
* use ‘netiquette’ when responding to others in the class
* submit all work in a timely manner
* complete all course work on your own unless otherwise instructed
* cite/document all non-original material as to not plagiarize others’ work (see section on Academic Dishonesty)

DISABILITIES STATEMENT:

The College does not discriminate on the basis of disability and, therefore, will provide reasonable accommodation to those who qualify. Students with disabilities have the opportunity to notify the College of the disability at the time of enrollment. Student Services will notify faculty of those students who qualify by meeting documentation standards for accommodation for disabilities; they will also coordinate with faculty to develop accommodations. If a student who has not been identified requests accommodation, the instructor may
provide assistance that is reasonable and not burdensome to the instructor or other students. If the request requires accommodation or financial obligations for the College, the instructor should immediately refer the situation to the Dean of Student Services.

**COURSE TOPICAL OUTLINE** (List topics and sub-topics of course) and **CALENDAR** of approximate length of time devoted to topic.

**DISCUSSIONS AND ASSIGNMENTS:**

**Module 1 Discussion** - Introduce yourself to the class. Who are you? What kind of things do you expect from an online course? If you have taken an online course at NETC, tell your classmates about your experiences if you’d like.

**Module 1 Assignment** - none

**Module 2 Discussion** - Sir Robert Peel wrote Nine Principles to guide the newly formed New Westminster Police Service. How many of these principles are still in use today by local law enforcement agencies?

**Module 2 Assignment** - Most county sheriffs are elected officials, whereas police chiefs are generally appointed. How does this affect the policies of the respective departments?

**Module 3 Discussion** - What are some of the issues remote small towns and villages encounter that are not inherent in larger towns and cities?

**Module 3 Assignment** - Describe the organization and functions of the U.S. Department of Justice.

**Module 4 Discussion** - Police general orders or standard operating procedures manuals tend to be quite lengthy. Why do police have so many regulations?

**Module 4 Assignment** - The numbers of nonsworn members (civilianization) of police departments are growing. What functions do these members have?

**Module 5 Discussion** - At one time, the main requirement for becoming a police officer was the size of a young man’s body and his physical strength and courage. Over the years this has changed. What quality do you think is most important for becoming a police officer?

**Module 5 Assignment** - What type of police applicants are departments looking for? What SHOULD they be looking for?

**Module 6 Discussion** - Many police agencies have equipped their officers with less-than-lethal weapons such as pepper spray and Tasers. During training, should the officers be subjected to being tasered and or pepper sprayed themselves? What would this accomplish?
Module 6 Assignment - What are the different styles of enforcement with discretion identified by Wilson?

Module 7 Discussion - Police officers are constantly exposed to stress on the job. What can officers do to relieve this stress and keep their body and mind healthy? Some studies indicate that police officers are 300% more likely to suffer from alcoholism than the average citizen. Does that statistic worry you? Do you think that law enforcement officers should be required to regularly attend alcohol prevention courses?

Module 7 Assignment - What is the Dirty Harry problem?

Module 8 Discussion - What strides have African Americans made in increasing the numbers of minorities in policing?
Module 8 Assignment - Discuss “Thinking Like a Criminologist” on page 194. Complete the Writing assignment in the box. Responses should be at least 150 words. Due Sunday at 11:55pm.

Module 9 Discussion - Police officers complain that citizen oversight is not needed, that citizens do not understand the police role and therefore cannot be objective when investigating the police. Yet, citizens complain that there should be a citizen review board to investigate allegations of police misconduct. Citizens’ groups even allege that internal affairs officers cover up for their own. Should the police be allowed to police themselves? Are these valid arguments?

Module 9 Assignment - What are the various forms of police misconduct other than corruption?

Module 10 Discussion - Discuss “Current Issues in Crime; Love, Sex, Marriage and Crime” on page 236. Answer the questions at the end. Responses should be 150 words, and you should respond to at least two others, throughout the week.

Module 10 Assignment - How effective is routine random patrol?

Module 11 Discussion - The Rand Corporation’s research suggests that detectives do not significantly contribute to solving crimes. Do you agree with this conclusion? Detectives are portrayed in the media to be the elite of the police department. Is this true or is it myth?

Module 11 Assignment - What is meant by an undercover “buy bust” and how does this work?

Module 12 Discussion - The public’s view of the police changes over time. What are some recent events in your community that have helped or hurt the police image? The textbook states that the most important person in the police department, in terms of improving police community relations, is the individual police officer. Think back to
your last encounter with a police officer, do you agree with this statement?

**Module 12 Assignment** – The broken windows theory is often referred to when discussing community policing. What is meant by “broken windows”?

**Module 13 Discussion** – The UCR and the NCVS are the two leading measures of crime. Which one is a more accurate measure of crime? Why?

**Module 13 Assignment** – What is the exclusionary rule, and how did it develop in the United States?

**Module 14 Discussion** – Some fear that technological developments, such as improved computer-based files and long-range electronic surveillance devices, even Facebook pictures, (Click here for article) will give the police more power to intrude into the private lives of citizens. How have the courts ruled on police flying over and photographing a person’s property without a warrant?

**Module 14 Assignment** – How has the computer revolutionized policing?

**Module 15 Discussion** – In 2005, the DHS named several visual symbols such as the White House and the Statue of Liberty as the most likely targets of terrorism, and truck bombs and small explosives-laden boats as the most likely terrorism weapons. Are Americans willing to close these places to tourists in order to protect them? How far do we go to be safe?

**Module 15 Assignment** – When a major crisis happens in the United States, local agencies are the first to respond. What can the federal government do to assist these local agencies in preparedness?

**LEARNING OUTCOMES/OBJECTIVES OF COURSE:**

1. To cognitively grasp the concepts mentioned in the formal course description.

2. To expose students to the more-accepted theoretical approaches used to understand criminality today.

3. To aid the student in grasping the historical antecedents to modern criminal justice theory and practice.

4. To introduce the student to selected, criminology-related topics drawn from such fields as psychology, psychiatry, social work, criminalistics, forensic medicine and the basic sciences.

5. To expose the student, via reading a “true crime” genre book, to an in-depth history of at least one significant criminal. Thus, the student will have an opportunity to comprehend crime from a
more in-depth perspective than that typically accorded in brief, textbook vignettes.

**INSTRUCTIONAL METHODS TO COMPLETE OBJECTIVES:**
This course will be taught using primarily a lecture format. A series of lectures, textbook readings, and outside projects will be used in this course.

**EVALUATIVE METHODS TO APPRAISE OBJECTIVES:**
**Due Dates for Weekly Modules and Late Policy:** All work submitted to your instructor is due no later than Sunday at 11:59pm of the designated week, except initial discussion posts, which are due on Thursdays by 11:59pm. This is so others can respond to your post by Sundays. Late assignments will lose 20% of the grade if submitted within one week of the deadline. No work is accepted after that week, as it is essential that students keep up with the course material. See attendance policy for more details.

**Quizzes:** There are weekly quizzes (minus week 1). They consist of multiple choice and true/false. All quizzes are open note, open book. Quizzes are to be taken online during the week specified, unless otherwise discussed. This is an online course. No paper quizzes will be given. You have TWO attempts at each quiz, with the high score being recorded.

*Quiz in week 5*

There is ONE quiz that must be proctored. Per NETC policy, this Quiz MUST BE proctored in the NETC Cheraw Success Center or any Satellite Campus in Bennettsville, Dillon or Pageland.

**Lessons:** Each week a lesson is posted that aids you in material for the week.

**Discussions:** Each week students will find several different postings as part of students' learning process. Students must make an initial posting (by Thursday) and at least two responses to other students by Sunday (hence, at least three total posts a week). Students can provide multiple responses to the same question after students' initial response, but it is usually better to engage in discussion of more than one question, where possible. The length of students' initial posting and students' responses should aim to be 150 words and 75 words respectively; however, each instructor reserves the right to increase or decrease this number with notice. In general, students should not exceed five (5) or six (6) postings per discussion session, although it is never wrong if students take the extra initiative.

**Grade Weights**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Lessons/Attendance</td>
<td>10%</td>
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</tbody>
</table>
Grading Scale:

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;59</td>
<td>F</td>
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</table>

Grading Rubric: Discussions will be graded on the following rubric in Moodle (for a total of 100 points):

### Discussion Rubric – Depth of Responses

<table>
<thead>
<tr>
<th>No posts or item is not present</th>
<th>Posts simply “agree”</th>
<th>Postings – to each discussion question – give adequate, explanation but limited analysis of topic</th>
<th>Contributions – to each discussion question and responses – are thoughtful, original, and have some synthesis, analysis and evaluation of topic</th>
<th>Contributions – to each discussion question and to classmates – are thoughtful, include original evaluation, synthesis or analysis of the topic on the discussion board</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>20 points</td>
<td>25 points</td>
<td>30 points</td>
<td>35 points</td>
</tr>
</tbody>
</table>

### Knowledge and Originality

<table>
<thead>
<tr>
<th>No posts or item is not present</th>
<th>Posting(s) add little new knowledge/content, show no originality.</th>
<th>Posting(s) add some new content/ knowledge, show some originality</th>
<th>Posting(s) add significant new knowledge/content showing synthesis and originality.</th>
<th>Posting(s) bring unique new knowledge/content with insightful synthesis that adds value and originality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>15 points</td>
<td>18 points</td>
<td>22 points</td>
<td>25 points</td>
</tr>
</tbody>
</table>

### Grammar and Spelling

<table>
<thead>
<tr>
<th>No posts or item is not present</th>
<th>Difficulty understanding posts due to significant and pervasive grammatical, mechanical writing errors in postings</th>
<th>Understandable but with some difficulty due to frequent errors</th>
<th>Clear and understandable but may contain minor (insignificant) errors <em>(e.g., capitalization, punctuation)</em></th>
<th>Contributions – are clear and concise</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td></td>
<td></td>
<td></td>
<td>Contributions are mechanically and grammatically correct</td>
</tr>
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</table>
## Responses to others

<table>
<thead>
<tr>
<th>Responses to others</th>
<th>0 points</th>
<th>15 points</th>
<th>18 points</th>
<th>22 points</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>No responses or item is not present</td>
<td>Student did not meet expectations</td>
<td>Student attempted to meet expectations, but answered in short answers, not adding to discussion. (i.e. simply Good post, I agree, etc.)</td>
<td>Student met expectations, but did not exceed requirements in adding to the conversation.</td>
<td>Student exceeded expectations of responses and added to conversation.</td>
<td></td>
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## Assignments

There are weekly assignments in the class. A superior assignment demonstrates breadth and depth of knowledge, and critical thinking appropriate for the level of scholarship (in this case 100 level). The assignments should be free of typographical, spelling, and grammatical errors. Each response should contain at least 150 words. The assignment Rubric is based on the following criteria: Organization, Length, Grammar, and Spelling.

### Organization

<table>
<thead>
<tr>
<th>Organization</th>
<th>Nothing Submitted</th>
<th>Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of assignment questions.</th>
<th>Student applies some points and concepts incorrectly. Student uses a variety of ideas, with some inconsistencies throughout the assignment.</th>
<th>Student explains the majority of points and concepts in the assignment.</th>
<th>Student thoroughly understands and excels in explaining the major points of the question. Assignment was well-written and easy to follow.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>24 points</td>
<td>28 points</td>
<td>34 points</td>
<td>40 points</td>
</tr>
</tbody>
</table>

### Grammar and Spelling

<table>
<thead>
<tr>
<th>Grammar and Spelling</th>
<th>Nothing Submitted</th>
<th>Assignment was carelessly done.</th>
<th>Assignment had many grammatical and spelling errors.</th>
<th>Assignment had some grammatical and spelling errors.</th>
<th>Assignment was free of grammatical and spelling errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>24 points</td>
<td>28 points</td>
<td>34 points</td>
<td>40 points</td>
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</table>

### Length

<table>
<thead>
<tr>
<th>Length</th>
<th>Nothing Submitted</th>
<th>Assignment was attempted in only a few sentences. Assignment was not well thought.</th>
<th>Student did not meet the minimum requirements, however did attempt the assignment.</th>
<th>Student responded to assignment, however, met the minimum requirements.</th>
<th>Student responded to assignment thoroughly, and completely exceeding the minimum word requirement.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>0 points</td>
<td>12 points</td>
<td>14 points</td>
<td>17 points</td>
<td>20 points</td>
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</table>