**Welcome** to Soc 230 Crime & Delinquency.¹ You are probably thinking "Ah, this class is going to be a breeze! I was such a teenage delinquent that I learned everything about crime and delinquency first hand;" or you may be thinking "I read about crime all the time," or "I watch all of the crime shows like Law and Order and Cops so I already know about crime." However, there are many things about crime, delinquency, victimization, and the criminal justice system that you cannot learn from your own personal experiences, reading true crime novels, watching television shows, or even from watching or reading the news. In fact, much of what you have learned about crime from others is mythical – untrue – lies! Likewise, although your personal exploits with crime and unfortunate experiences with victimization are very real, they only provide you with a limited glimpse of the bigger picture - the sociological view.

In Soc 230 you learn things about the world of crime that you never imagined are happening because they are often unseen by individuals and only visibly examined by taking a sociological perspective. The sociological perspective takes into account aspects of culture, history, physical and social context, and group and individual dynamics. It involves looking at the big picture; attempting to distance yourself from what you are studying while empathizing with the people and situations you study.

**General Description of Crime & Delinquency**

In this course, we examine the extent, distribution, trends and costs of crime, delinquency, and victimization in the United States. We also learn about various types and categories of crime and delinquency; public policies that are enforced to address them, and we explore the consequences of crime and public reactions to it. We learn about victims and the risk of victimization; various aspects of the criminal justice system; and pedagogies for understanding how we know what we do know about crime and delinquency.

This is an on-line course so it is imperative that you follow directions and complete every reading assignment on time. You will be checking in on-line every day Monday through Friday during the five week course interacting with your professor and other class mates, taking quizzes, and completing assignments.

*In Soc 230, you are provided with a broad overview of:*

- various functions of the many components of the U.S. criminal justice system.
- the prevalence and shapes of crime and delinquency in America.
- who commits which crimes, and who their victims are.
- why we commit crime.

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¹ A syllabus is a contract, and remaining in this course means that you agree to the terms and conditions expressed in it. This syllabus is separated into multiple titled sections for your convenience. It contains important information about Sociology 230 Crime & Delinquency that you should read in its entirety and ask questions about anything that is unclear to you. You will be quizzed over the information in this syllabus.
• geographical and social locations that give rise to crime.
• sources of information about crime, and perhaps most importantly;
• what is real, and what you think is real about crime in America.

In Soc 230, I hope you gain:
• a general understanding of caveats of crime, delinquency, and criminal justice.
• a deeper concern for injustices in the U.S. criminal justice system.
• reading skills that are necessary to fully understand what you read.
• practical experience for critically evaluating information about crime and your susceptibility to experiencing victimization.
• the ability to communicate what you learn about crime and delinquency in a clear, concise, and comprehensive manner.

Taking this course prepares you to:
• be an astute consumer of information about crime and the criminal justice system.
• identify disjunctions between crimes and the public policies and laws that are intended to address them.
• take additional courses in sociology, criminology and criminal justice.
• be a lifelong learner.

What You’ll Need to Complete this Course

COMPUTER & THE INTERNET
• You will need a reliable desktop or full-sized laptop computer and a reliable internet connection to take this course. You are required to develop a back-up plan for maintaining access to the internet in case of a computer and/or internet failure – such as locating your local public library in case of emergencies. Please note that even temporary computer access problems are not considered as legitimate excuses for your lack of participation. Nothing is ever accepted late in an on-line course!

COMPUTER & SOFTWARE HELP
• All computer hardware and/or software problems are yours to keep, not mine. I am NOT a computer technician, nor am I an expert on Adobe, Microsoft, PowerPoint or especially SAKAI. The URI Helpdesk can help you with most of the problems you may encounter in an on-line course. Call the Helpdesk at 401-874-4357 (HELP).

SOFTWARE
• For software, you need to download Adobe Reader (freeware). Most of the files I have uploaded to the SAKAI website are in the Adobe Reader PDF format.
• You also need to have PowerPoint version 2007 or later. I do have a few things on PowerPoint for you that help to clarify and supplement the reading.
• The forum for this course is SAKIA and you MUST use your URI e-mail address to access the course website for the duration of the course – no exceptions.

SAKAI: our online course platform

Our Sakai platform consists of various “Tools.” Each tool serves a different role in the course. I have tried to minimize the number of tools used in this course to make it more user-friendly for you. Here are the ones we’ll be using:

The Announcements tool: Announcements are found on our home page. Please make a point of reading the announcements daily. This is how I will communicate with the class as
a whole when there is important information you need. One way in which I use announcements is if I get the same question from several students, then I may use an announcement to clarify the point in question for everyone.

**The Syllabus tool:** You are using this tool right now. The syllabus has several parts that are equally important and you should read every one of them ASAP and use them throughout the course as resources for information. Reading the syllabus carefully is essential—it will allow you to see exactly what this course is about, how to use Sakai, and what you will need to do to succeed in the course.

**The Modules tool:** The modules tool is where, for each week of our course, you will find all of the necessary information for that part of the course. Once you are very familiar with all of the syllabus documents, the Modules and Discussions tools are the tools you will use the most.

**The Discussions & Private Messages tool:** The name of this tool is somewhat deceptive but try not to let that confuse you. This tool contains three sections:

- “Class Discussions” – We’ll be using this one every day. This is where our class actually occurs Monday through Friday each week. You will be posting comments to this section daily throughout the course. Please refer to the Syllabus document titled “Syllabus – How the On-Line Course Works” for a complete discussion of this requirement. This is an open forum that is not in real time.

- “Questions” – I find it most beneficial when students ask questions about the course and/or the reading, requirements, or course expectations in a public forum since it’s usually the situation that when one student has a question, others do too. So it is beneficial for you to periodically check this tool and if you have a course or reading question, ask it here so we can all benefit from responses.

- “Student Lounge” – We will not be using this tool for this course.

**The Messages tool:** So there really is no private message tool component in the “Discussions & Private Messages” tool discussed above. Instead, we will be using the tool titled “Messages” in the left column of tools on your home screen as our course email system. I will contact you individually through Sakai messages, and please email me through this tool as well. If you use my uri.edu address, it’s like calling me at home rather than at work. I’ll get the message, but probably not at an appropriate time for me to respond. I’ll check my Sakai messages several times each day, and I strongly suggest that you do so as well. You can also send private messages to each other through this tool.

**The Test & Quizzes tool:** You have a quiz/assignment due by 11:00 pm every Wednesday during the course. You may access this material by Monday of each week and complete your work here anytime between then and 11:00 pm Wednesday night, but you cannot change an answer or resubmit a response or the entire quiz or assignment more than once so please be careful.
Course Organization: How the On-Line Course Works

There is a lot of work in this class.

You will spend approximately 10 hours a week working on this course. Each week in summer school is the equivalent of 2.5 weeks of a 13-week semester. Much of that time will involve reading the text and other course materials, but it will also include studying, completing quizzes on-line, participating in group discussions, and organizing course materials. You are required to sit at your computer for at least one hour per day Monday – Friday every day during the five-week course. When you are sitting at your computer for this course, consider that as your in-class time.

You cannot go on vacation during your participation in this course and expect to use your cell phone to complete the course. It simply does not work like that.

Here’s how the course is organized. It is divided into 5 different sections (called “Modules”) which represent each of the five weeks of the summer session. Each Module includes an overview of the week which includes your reading assignments in your textbook, additional documents to read for that week, and quizzes. The reading assignments that appear in each module must be completed PRIOR TO the start of that week. So, for example, the reading assignments in the module titled “Week 1 June 25-29” must be read BEFORE June 25th. The reading assignments in “Week 2” must be completed BEFORE July 2nd. That is the only way we can discuss them.

Since this course takes place completely online, our class time is accomplished by a “Whole Class Discussion” for each Module. These discussions do not take place in real time; that is, there is no set time you need to be online each day, but you are required to post comments every five days a week throughout the five-week semester.

The Role of Discussions in an Online Course

In the SAKAI section titled “Discussions and Private Messages,” there are three sections titled “Class Discussions,” “Questions,” and “Student Lounge.” We will be using Class Discussions for the most part, but you are welcome to post questions you may have about the reading that you would like for me (or another student) to answer directly in the “Questions” section. I will only count comments that are submitted to “Class Discussions” for credit in the course.

Online discussions replace the interaction you would otherwise have in a face-to-face course. Thus, you are required to participate in online discussions just as you would be required to attend a face-to-face course. As is the case in face-to-face classes, we will conduct discussions civilly, and with a climate of critical inquiry. Please do not use texting-language, remember that this is a college course so your comments should be written clearly using punctuation and diction correctly. Refer to the “On-Line Discussion Rubric” that is on the last page of the “Syllabus – Reading, Writing, and Critical Thinking” document. I’ll always start these discussions with an initial post. Respond to each others’ posts, rather than always to me. These online discussions should be conversational in tone, yet utilize the information we are learning.
To help guide your participation in discussions, I've created a “Discussion Rubric,” which is posted in the “Resources” tool (as well as in Module/Week 1). Look at this rubric for information about what these posts should be like. I will use this Rubric to grade your participation in discussions. Each discussion will be open during the time we discuss a topic, and then “locked.” Once discussions are locked there is no more opportunity to contribute to that discussion—it’s like missing a class if you do not respond in time.

You are required to participate in the Reading Discussions at least five times per week, once each day Monday – Friday of every week — think of them as your attendance and participation in the course. These discussions help you to engage with me as the instructor and also with other students in the class. Thus, the contributions you make (your “posts”) should be directed not only towards the instructor, but also in response to your student colleagues’ posts.

Monday - Thursday Kappeler & Potter Reading Discussions
You have to read the required material in the textbook for this course by Sunday evening each week PRIOR TO the week we discuss it. This means that the reading that is assigned for the first week of classes that begins June 25th, you have to have completed by Sunday June 24th. Each week we will be engaged in a whole class discussion about this content Mon. – Thurs. and you are required to make at least one submission to this discussion each day, but you are welcome to submit as many comments as often as you like. This discussion forum will close at 11:00 pm every Thursday night. Remember that you are graded on your comments. I will start the Kappeler & Potter reading discussions off each Monday with a broad question each week and I may post additional conversation starters throughout the week.

New York Times Reading Discussions
You have to read the NYT articles that I post each week. I have selected articles and current events that exemplify in some way each week’s Kappeler and Potter reading. It’s your job each week to apply what you have learned from that week’s reading to the information in the article. It’s one thing to learn something new, it’s even better if you can apply what you learn to new ideas and topics and that’s what this opportunity is designed to do for you. This discussion forum will be open all week and you are welcome to contribute as many submissions throughout the week whenever you like, but you are required to make at least one main contribution by 11:00 pm on Friday each week. I will start the NYT reading discussions off each week with a broad question. Make sure that you have read the Kappeler and Potter reading BEFORE you read the NYT article for that week so you can apply that week’s reading to the article.

Wednesday Weekly Quizzes
Each week under “Tests and Quizzes” you will complete and submit your quiz responses. There are five quizzes and each one can be submitted only once and only on Wednesdays any time from 1:00 am – 11:00 pm. Every quiz is timed and when your time is expired, it is automatically submitted for grading. You have one hour in which to complete each quiz so it is imperative that you prepare extremely well for these before taking them. You will not have time to look for answers in your reading assignments during the quiz so study for them as you would a regular closed notes/book quiz you would take in a face-to-face classroom. Quizzes will include fill-in-the-blank, multiple choice and true/false questions, short answer and short essay questions.
- Quiz 1: Wed., June 27th. 21 questions
- Quiz 2: Wed., July 4th. 32 questions
- Quiz 3: Wed., July 11th. 48 questions
- Quiz 4: Wed., July 18th. 32 questions
• Quiz 5: Wed., July 25th. 48 questions

Please refer to the document in the “Syllabus” tool titled “Reading, Writing and Critical Thinking” for additional instruction.

**Required Reading for Soc 230**


**SAKAI**

You can access all other course materials on Sakai ([https://Sakai.uri.edu/portal/](https://Sakai.uri.edu/portal/)).

**Assessment**

Your grade in Soc 230 is based on the following breakdown.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weekdays</th>
<th>No./% each</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>K&amp;P Discussion</td>
<td>Monday-Thursday (11:00 pm)</td>
<td>20/1.5%</td>
<td>30%</td>
</tr>
<tr>
<td>NYT Discussion</td>
<td>by Friday (11:00 pm)</td>
<td>5/3%</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes/Assignments</td>
<td>Wednesdays 12:00-9:00 pm</td>
<td>5/11%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**Grading Scale**

- **A** 93% - 100%
- **A-** 90% - 92%
- **B+** 87% - 89%
- **B** 83% - 86%
- **B-** 80% - 82%
- **C+** 77% - 79%
- **C** 73% - 76%
- **C-** 70% - 72%
- **D+** 67% - 69%
- **D** 60% - 66%
- **F** below 60%

This is the grading scale I use on every quiz/assignment, and for computing your final course grade. URI does use a plus/minus system. If your home-based university does not use this grading system, please contact your academic advisor with any questions you may have about how your grade will translate into your school’s grading system. This course is only offered for 3 semester-based credits (not quarters) and there is no pass/fail grading option. You should also be aware that incompletes are never available for this online course no matter what the circumstances are for not completing this course.

**Reading, Writing, and Critical Thinking**

This document is chock-full of good advice for reading the text for true understand, writing effectively, and critically evaluating what you learn in this course. Reading this information is not optional as your grade in Soc 230 seriously depends on how well you read and are able to communicate what you learn. We’ll start with reading for understanding as this is a skill that is crucial to doing well in this course.

**Reading The Text Book for Understanding**

This book is organized quite well which makes note-taking relatively simple if you follow these instructions. This will help you to pull relevant information to do well on quizzes and assignments in Soc 230. Each quiz/assignment is due on Wednesday anytime from 1:00 am - 11:00 pm, and once you log into the quiz/assignment, you have only one-hour to answer.
all of the questions. Once the hour is up, the program automatically submits your work for grading. Therefore it is imperative that you prepare incredibly well in advance by taking notes and organizing your materials carefully. Time is limited because the goal here is for you to learn the material by taking copious notes PRIOR to taking the quizzes/assignments. Remember back in high school (a foggier memory for some of us) when your teacher gave you a reading guide? You would look it over for buzz-words and then scan your book for the same words and read only the few lines prior to and just following what you had deemed to be the important part. Well, that won’t work in college and especially not in this class. Instead, you’re going to read while creating your own reading guide and answering your own questions as you go. When the authors of your text wrote the book, they probably started with a carefully constructed outline that identified each important point they hoped to make in their writing. To best understand the reading, you need to re-create the authors’ outline. So it’s as though you’re moving backwards in the writing process, moving from full text to an outline that becomes your notes.

Try this:

Contents

- Open to the “Contents” pages in the front of the book and find the chapter you’ve been assigned to read.
- Read the chapter title, and then read each of the subheadings under that chapter title. Really read them though. Think about them as your eyes move over them. Ask yourself what these words and titles might actually mean. Take your time. Engage your brain. Have you ever driven home from work or school before and when you arrived though, “wow, I don’t even remember driving here.”? That’s because you didn’t engage your brain. You just went through the mechanics of driving without thinking about it. That’s how a lot of people read – they go through the mechanics of reading without truly engaging their brain. Thinking is something that takes effort and attention. Force yourself to think as you read to make things stick.

For each chapter, follow the sequence below.

The chapter

- Turn to the first page of the chapter you want to read and re-read the title, but this time think about it. Read each word of the title and think about what it may mean.
- On scratch paper (sticky notes work well for this because they won’t fall out of your book), create at least five questions using the chapter title. For example, chapter 1 is called “the social construction of crime myths.” You might write down the following questions; “what is meant by social construction.” “How are crime myths socially constructed?” Why are crime myths socially constructed?” What is meant by the social construction of crime myths?” and “What are crime myths and how does this concept differ from real depictions of crime?
- Now read up to the first sub-heading without taking any notes yet whether in your book with a pencil or on a separate sheet of paper, and for goodness sake, throw out that highlighter pen! That is the most useless piece of $%^& ever created!
- Then r-read your questions and in your own words, answer the ones you can using the information you just read. This is a cognitive process. You are not writing anything down anywhere. Also, do not look back at the book. Just from memory, from what you read, answer the questions you wrote down on the sticky note. By doing this, you are learning the material. You are also using your own study guide to identify the important information in the chapter.
- Now, take your written notes. Some students like to take notes from their reading on the computer so that they can move things around and spruce them up later. Other
people just take notes right there in the margins of their book with a pencil. That’s fine too, but it’s important that you do not just underline or highlight the text. Any monkey can memorize stuff, but you’re not a monkey so you have to really learn what these messages in the reading really mean. Sometimes that takes rewording and reorganizing the information.

- Summarize information. Do not just copy it into your notes because you don’t engage your brain that way and you’ll forget what you read in less than five minutes if you do that. By summarizing the information and putting it into your own words, you’re actually learning it.
- You may not find answers to all of your questions yet, but they may appear later in the chapter. If they do then go back and answer them.
- You also may find information that you did not anticipate finding. Anything you write into your notes should follow some sort of question, so create one. For example, in the first section of chapter 1, the authors say,

  "Two very different perspectives explain the existence of a social problem. One perspective is that individuals who have vested interest in an issue bring the problem to the public’s attention. These people have been characterized as "claims-makers," "moral entrepreneurs," "political activists," "social pathologists," and "issue energizers." They usually advocate formal social policy to address the new problem which they feel is real, unique in its characteristics, and grave in its consequences. The other perspective is taken by people who study the construction of social problems. These people view social problems as constructed from collective definitions rather than from individual views and perceptions. From this perspective, social problems are composite constructions based on accumulated perceptions and presentations of information. People who see social problems in these terms often attribute the conception and definition of the problems to the mass media, urban legend, group hysteria, ideology, political power, or some other social force that directs public attention."

You can write a question now to which this information may be the answer. For example, you may write the question "What are the two different reasons why social problems are identified?" Then summarize the information in the paragraph to answer your own question. For example, you may answer it like this; "Some people identify social problems because they have something to gain by making people believe they’re real problems; these people are called claims makers. Other people study how such claims are made; why, and what their consequences are."

Do you see how you could have just copied down the paragraph, but forming a question, then answering it by summarizing the information helps you to organize and make sense of the information? What you’re doing here is anticipating the questions you may be asked from the reading on quizzes on Wednesdays. This way if I ask you one of these questions, or one that is similar to one that you wrote into your notes, it’s a piece of cake to find it and know how to answer it correctly. Remember that the time you have to answer these questions is limited. These quizzes/assignments are timed!

- Once you’ve completed this process, move on to the first subheading.

The first subheading
- Read the subheading with as much focus as you read the chapter title.
- Create at least five questions that you anticipate reading answers for in the proceeding section of the chapter. For example, the first subheading in chapter 1 is "The Functions of Crime Myths. You can ask “what are crime myths,” “what do the authors mean by
functions,” “what are the functions of crime myths,” “why is it important for me to know that crime myths have functions and what they are?” how do I benefit from knowing what the functions of crime myths are?” or “how could society benefit from individuals understanding what the functions of crime myths are.” You see how easy it is to come up with a number of questions just by closely reading a subheading?

- Now, in your notes, write down the first subheading.
- Following that, write out each of your questions that you created from a close read of the subheading, leaving a few lines blank between each one, or using your computer so you can move things around.
- Now read up to the next subheading. Under some subheadings, there are sub-subheadings (indicated by a broken line just above it – see pg. 3, chapter 1).
- Look over the questions you wrote. Write in any answers to your questions that you found in the reading. BUT – you need to summarize the information; not copy it.
- Now check to see if there is any additional information in that section that sounds important but that you may not have anticipated and written a question about. For example, under the first subheading in chapter 1 on page 3, the authors write that "Myths organize our views of crime, criminals, and the proper operation of the criminal justice system. They provide us with a conceptual framework from which to identify certain social issues as crime related, to develop our personal opinions on issues of justice, and to apply ready-made solutions to social problems. Crime myths bring order and values to an often disorderly and value-conflicted world."

- Are these “functions” of crime myths or something else? They sound a bit more like an answer to why we have crime myths – sort of like their purpose. So write down a new question at the bottom of your list of questions under this subheading – something like “what are the purposes of crime myths?” Then answer this question by summarizing the information above. For example, you might write that "Crime myths help us to make sense of crime and the criminal justice system which leads us to develop personal opinions about what is right and wrong; true and untrue. The problem is that crime myths are myths, but it's easier to believe a myth than it is to understand something as complex as crime and the criminal justice system."

- Now look back at your questions for the first subheading. What about answering the question "what are the functions of crime myths?" The authors have created four sub-subheadings that are the functions of crime myths, so you can answer that question by writing, "the four functions of crime myths are to "catalog social actors," “reinforce existing social arrangements,” reconcile contradictions,” and to “create collective belief systems.”

Sub-subheadings
- Now move to the first sub-subheading. Write it out: “Catalog social actors.” Create a few questions from this sub-subheading, such as “what is meant by cataloging social actors,” “what is meant by social actors?” “how do we catalog social actors,” and “why would we want to catalog social actors?”
- Now read up to the next sub-subheading.
- Summarize information from this section to answer the questions you wrote. You may discover answers to some of the questions you wrote under the first subheading, and that’s fine – summarize the information into answers to those questions.
- Move to the next sub-subheading and write it into your notes.
Continue on repeating these steps for each sub- and sub-subheading. Once you’ve completed the chapter. You may want to print and color-code your notes with highlighter pens (okay, so go dig it back out of the trash) so that each chapter title and all of the headings are one color, your questions are another color, and your answers aren’t highlighted. This will make it easier for you to find the information you need in your notes while you’re taking the TIMMED quizzes. Leave spaces between questions too. You don’t want to look at a wall of words while you’re taking a quiz.

This way of taking notes will take a lot of time at first, but you’ll quickly adapt to it and you’ll work faster the more practice you’ve had. You’ll never have to read the book again because you’ll have a great set of notes and you will have learned the material as you read it. You’ll find this process is handy in a lot of classes.

Here’s another note-taking hint. Never write down an example. Examples are tools that authors use to further explain or solidify an idea or concept. You don’t need to know them beyond that. If you feel compelled to write down an example, it means you don’t fully understand the idea/concept yet.

What to keep an eye on in each chapter

Take notes the way in which I have taught you; by creating 4 or 5 questions for each subheading, and then reading to find the answers. For chapters 3-6 and 8-14, when your notes are completed for a chapter, review them to make sure all of the following questions have been answered as well as your own.

- What are the crime myths in this chapter?
- What are the actual facts about this type of crime?
- Who/what are the specific sources of the myths?
- What are the specific methods used by these sources to perpetuate the myths?
- How are the methods used to perpetuate the myths?
- How are the specific components/five conditions of the crime myths presented? For instance, who are the villains and the heroes in these myths?
- How are existing public policies and laws changed by the myths, and what new ones are created by it?
- What are the individual and social latent functions/consequences ultimately produced by the myths?

Answering Essay Questions on Quizzes/Assignments

Some of the questions on quizzes are short answer and short essay questions. Here is some advice for doing well on those responses.

- Read the question, paying particular attention to the verbs. They tell you what to do and when to do it.
- Pay attention to the nouns. They direct your attention to specific concepts and ideas.
• Read and follow the directions.
• “In your opinion” always means in your informed opinion in college. Your opinion should be informed by the course, readings, lectures, assignments, and other course content. Of course you can disagree with the professor or an author you have read for the course, but your response still needs to be supported by scientific empirical evidence and/or well established theory.
• Write your response referring back to the essay question frequently.
• Reread the question and your response to it.
• Edit!

Paraphrasing

All of your responses to quiz/assignment questions and all of your comments you make in the discussion section of the course MUST be completely paraphrased. You will never receive credit for plagiarism so it is imperative that you learn what paraphrasing and plagiarism are.

Paraphrasing is a process that you engage in cognitively. This process involves learning information and then summarizing and reorganizing the information (this is why it is often unsuccessful for students to highlight or underline in their books in the place of note-taking). It often involves meshing new information with old and critically evaluating the sources. All written work in this course must be paraphrased.

Plagiarism is sort of the opposite of paraphrasing. It is against University policy to plagiarize, knowingly or unknowingly, and it is punishable by expulsion from the University. It is defined as taking someone else’s ideas without proper citation. A lot of students seem to believe that plagiarism is just about using the same words as someone else, but it is not. It is about ideas, not words. There are five types of plagiarism that you should be familiar with in order to avoid them.

1. **Outright copying.** This is obvious. Do not do it. Also included here is using someone else’s work even if it is not published.
2. **Cut & paste method.** This one is all too common. This is where a student has three or four articles from which his/her paper will come, and simply takes sections out of each paper and pastes them together to create a single paper that will be turned in to the instructor. It does not flow nicely, and usually does not make logical sense.
3. **The word game.** This is my favorite one. When students play the word game, they often argue with me about whether or not they have actually plagiarized. This occurs when a student takes a sentence such as, “Smith (1997) finds that most criminals conduct themselves legitimately in other spheres of their lives”, and “paraphrases” it like this: “Most criminals are legitimate in other areas of their lives.” Even if this sentence were cited, it would still be plagiarism. The student failed to interpret what was said here, and simply changed some words around.
4. **Failing to quote a quote.** This one is simple to avoid because you are not allowed to quote anything in this course and if you steal something from the text or other source, that’s plagiarism.
5. **Mis-citation or missing citation.** This can be easily avoided by learning how to cite things properly in your field of study. However, for this course, you will not be citing anything because I already where you are getting your information.

All written work in this course must be fully paraphrased to receive any credit. Here are some examples for how to do this correctly.
1. **Example quiz question:** In Chapter 3 titled “The use-value of crime,” Christie identifies two purposes that are served by defining whole people (instead of acts) as criminal. What are they?

*Quote from the reading:* “it encourages unwanted forms of behavior,” and “reduces the possibility of informal social control.”

*Your paraphrased response:* Christie identifies two purposes that are served by defining whole people (instead of acts) as criminal. First, it makes people ignore others who try to control their behavior because they have internalized the role of the criminal. It also makes people behave badly because they attempt to live up to the role they have been ascribed in society.

2. **Example quiz question:** What is “juice” in Anderson’s learning theory – the Code of the Streets, and how is it maintained?

*My notes from the reading:* self image is based on “juice,” which is a predisposition to violence – Juice is acquired by the acquisition of stuff of value, even if it must be stolen. Stuff is moved around in a community as a zero-sum game – there is only so much stuff, so the one with the most stuff wins while everyone else loses. ~ Masculinity is defined by juice. Part of juice is not being afraid to die. “Blackness,” or any other ethnicity for that matter, can be defined by juice.

*Your paraphrased response:* Anderson defines “juice” as the stuff that gives people status. It’s what demands respect from others. In normative society, juice might result from having a good education or successful career, but in the inner cities where those things are out of reach for most people juice is garnered by having a lot of stuff, especially if that stuff is acquired by theft.

Notice in this second example that I had a lot of information in my notes about “juice” but not all of my information pertained to this specific question so I critically evaluated the question and only used the information necessary to answer this question. My response directly answers this particular question that was asked. In my notes, I had the information I needed to answer a number of questions about “juice,” such as “Describe how masculinity or ethnicity relate to the idea of “juice.” Sometimes students just search their notes for the main idea in the question and write everything they have in their notes about it. This is a mistake because it gives the professor the impression that you really do not know the answer to the question. You can write a lot information into a quiz response but if you do not answer the question that is asked, you cannot receive credit for it.

If you need additional help to fully understand paraphrasing, there are a lot of Internet resources available. Access any of the following Web sites. If a link does not work, then Google the source and look for it. These sites are usually found in the library section of a university’s Web page.

- Hamilton College Writing Center:  
  https://my.hamilton.edu/academics/resource/wc/Using_Sources.PDF (paraphrasing)  
  https://my.hamilton.edu/academics/resource/wc/Quotations.PDF (quotation)
- University of Wisconsin, Writing Center:  
  http://www.wisc.edu/writing/Handbook/QPA_paraphrase2.html
- University of Arkansas:  
  http://www.uark.edu/campus-resources/qwrtcnr/resources/handouts/parasum.html (after you read about plagiarism, scroll down to “handouts.” It takes you to a lot of good advice about grammar, punctuation, and sentence structure).
A college degree is insurance to employers than the person they are hiring can write and speak well. If you cannot do that yet, then buy a basic grammar book and learn how to use English correctly. Here are some basic English grammar rules and hints.

**Critical Thinking & Learning:** Learn and use strong critical and associative thinking skills. Critical and associative thinking allow students to uncover, extend, shape, and delimit knowledge. Critical thinking involves the evaluation of ideas based on educated understanding. It is a form of analysis by which implications are assessed based on a body of knowledge. It often involves the statement, clarification, and analysis of hypotheses. Associative thinking includes comparisons and contrasts; connections and applications. Clear thinking is illustrated with consistency – ideas should not contradict one another, nor should they tangent into irrelevant ideas. The work should illustrate a firm understanding of the topic, course concepts, vocabulary, and ideas.

Throughout your work, consistently address the proper audience. Quotation should be reserved only for special circumstances where meaning may be lost without its use. The original author is almost always going to be able to say it better than you, but putting the information into your own words lets me know if you fully understand it. Avoid using “sanitizing quotation” (e.g. Well, he “said” he would be on time).

**Writing Effectively:** Only formal English should be used in written work. Language and vocabulary should be used correctly, words should be spelled correctly, and English grammar rules need to be appropriately applied. Sentence and paragraph structure need to be logical, and flow with the use of transitional ideas, and your thoughts need to be logically organized. Each paragraph and sentence should be self-contained (meaning wordiness is avoided, and no superfluous information is included). Hand written work (completed in class) must be legible to be graded.
Formal English: There are three levels of communication that are used in English speaking and writing: Friendspeak, Conversational, and Formal English. Friendspeak is characterized by the way people speak with others who they know personally like family members or friends. It is typically riddled with slang, and breaks all English grammar rules, but it has its place in everyday conversation. Conversational English is a bit more sophisticated, and it is the general tone taken when conversing with people we meet on a daily basis but are not as familiar with, such as the clerk at the grocery store or a professor. Many mainstream popular books, newspapers, and magazines are written in Conversational English. Finally, there is Formal English. No grammar rules are broken in this form of communication. It is typically found in academic and professional journals, research reports, and business reports. All written work that is submitted for grading in college should be, and is usually expected to be, written in Formal English.

Formal English Grammar Hints: Below, I bullet a few grammar hints on topics that I have found to be particularly troublesome for some college students. Get to know these few rules early in the course to avoid losing points on assignments and tests. Then, carefully read the comments that I write on your work so that you can learn from them.

Common Problems to Avoid
- Always write in complete sentences unless you are asked to list or bullet items.
- Contractions are not used in Formal English. Examples: isn’t, they’re, won’t...
- Avoid ending sentences with prepositions. They leave the reader hanging. Examples: up, on, under, around...
- All pronouns must agree in number, person, and gender with their antecedents (antecedents are the nouns to which pronouns refer). For example, the sentence: “One always writes as she/he should” is appropriate, but the next one is not, “One always writes as they should”.
- Always use gender neutral language. “He,” “him,” “his,” and “man” are not gender neutral terms. Instead use constructions like “him/her” or “her/him”.
- “United States” is a noun, and “U.S.” or “US” is only used as a pronoun. Example: I live in the United States (not, I live in the U.S. or US) and The US Government is corrupt (here it is used as a pronoun that describes Government).
- Always begin sentences with capital letters.
- Avoid sentence problems such as run-on sentences, sentence fragments, comma splices, rambling or wordy sentences.
- Do not use symbols, such as “&” or abbreviate the names of states, countries, months, days, or units of measurement. Do not abbreviate any words, such as writing “gov.” for “government.”
- Never begin a sentence with a numeral including dates, and always spell out numbers one through twenty.
- Use proper paragraphing. A paragraph rarely extends beyond ½ page in length.
- Do not over-quote material. I cannot tell how well you understand something if you do not attempt to put things into your own words. Only quote when it is ABSOLUTELY necessary, and when in doubt, paraphrase.
- Use commas, colons, semicolons, and other punctuation appropriately.
- When “I” stands alone, it should always be capitalized (even in e-mail that you write to professors).
- Try not to reify social concepts. For example: “Society” cannot run, jump, think, swim, or do anything else for that matter. It is an idea. Avoid saying things such as, “Society tries to improve.”

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2 *English Grammar for Dummies* by Wood
• Use spellchecker on all homework, but be careful to edit your work thoroughly so that you catch mistakes that the spellchecker cannot. Nothing says a student waited to do the assignment until the last minute more than misused words do.
• Understand the appropriate usage of “effect” and “affect,” and “their” and “there”.
• “Ok” is not a word; it is spelled “Okay.”
• The first time an acronym is used in a document, it should appear in parentheses after the complete spelling. Then, if it is used again, just the acronym will suffice. Acronyms never stand alone in titles or subtitles.
On-Line Discussion Rubric – This rubric will help you to tailor your responses in a constructive manner.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Sufficient/Effective</th>
<th>Emerging – Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; timeliness of postings</td>
<td>Student responds early and participates throughout the discussion with more than one response per day.</td>
<td>Student responds at least once per day.</td>
<td>Student responds only at the end of the day and/or not every day.</td>
</tr>
<tr>
<td>Application of course concepts/ideas</td>
<td>Student couches discussions clearly having read and thought about the course concepts/ideas we are reading about.</td>
<td>Student comments indicate he/she read the material and understands most of it.</td>
<td>Student comments include the vocabulary from the reading material, but ideas lack full clarity.</td>
</tr>
<tr>
<td>Facilitation of interaction discussion</td>
<td>Posts encourage and facilitate interaction among class members. Student responds to more than one post in a way that makes connections and builds on other’s ideas.</td>
<td>Student responds to at least one other student in a way that makes connections and builds on other’s ideas.</td>
<td>Postings rarely interact with or respond to other members of the online community and/or respond only to the professor’s question.</td>
</tr>
<tr>
<td>Risk-Taking</td>
<td>Student takes risks by sharing what he/she does not know in addition to ideas and opinions. Student asks questions, responds to suggestions others post in reply, and actively supports the other learners.</td>
<td>Student takes risks by sharing what he/she does not know in addition to ideas and opinions. Student asks at least one question and responds to at least one reply.</td>
<td>Student takes risks by sharing what he/she does not know in addition to ideas and opinions or takes risks only by sharing what he/she does not know.</td>
</tr>
<tr>
<td>English/Writing</td>
<td>Student has clearly read about and understands strong written and oral communication skills.</td>
<td>Most of the student comments indicate that he/she has read about and understands strong written and oral communication skills.</td>
<td>Student struggles between strong written and oral communication skills and abbreviated techniques.</td>
</tr>
</tbody>
</table>
Academic Help

If you find yourself struggling with the reading or class content, please let me know as soon as possible. You can email me privately through Sakai, or you can phone me. You are also welcome to visit me in person at my office in Chafee Social Science Center, room 515. Please email me for an appointment. Likewise, if you have a documented disability and wish to discuss academic accommodations, please also let me know as soon as possible so that we can make sure to put the accommodations in place quickly. In this regard, you also need to be working with Disability Services for Students, Office of Student Life, 330 Memorial Union, 874-2098.

In general, please keep me promptly informed of any circumstances that affect your participation in this course. I will also greatly appreciate notification from you if you decide to drop the course. Knowing who is in the course at any particular time is key for me to keep the course functioning well.

Credit for Soc 230

For URI students: Credit for this course may be applied as electives for BA Sociology majors, the Justice Law & Society and Sociology Minors, or General Education requirements fulfilling three credits under the Social Science category (unless you are a Sociology major). This course is a core requirement for BS Sociology majors in Criminology and Criminal Justice. I encourage you to visit with your academic advisor about where best to apply these credits.

For Non-URI Students: Please visit with your academic advisor at your home-institution to see where credits for this course best fit your curriculum. You should also have this course pre-approved by your institution if you plan to use these credits toward graduation at your home-institution.

Prof. Van Wyk’s Teaching Philosophy

A teaching philosophy is a set of statements that outline and briefly explain a professor’s approach to and ideas about teaching. This information benefits students in their approach to learning from classes and homework.

As a sociologist, I believe it is important to investigate the dynamics of social life at all possible levels, including the individual level, family, neighborhood, community, institutional, cultural, and structural levels.

As a scientist, I feel that it is imperative that you understand where information comes from, and how it is generated in order to interpret and understand the world around you.

As a teacher, I engage you to think critically about the topics we discuss and read about, learn and practice strong study skills, and express what you learn in a clear and intelligent manner.
My hope is that you are inspired to pursue sociological knowledge beyond the scope of the course, and apply what you learn to your everyday life to promote change that improves the human condition.

**A Little Bit about Me**

**Facebook?** - Students often ask me why I don’t have a Facebook account. I used to until I learned more about the conditions under which Facebook originated. I really cannot condone the sexist practices that initiated this program and although I know the purpose has changed drastically over its years in existence, I feel very strongly against sexism and other forms of social injustice and therefore, refuse to use it.

**My Herstory** – I grew up in Los Angeles, CA, the daughter of an LA County Sheriff during the 1960’s. I would have graduated high school in 1980, but I left home and dropped out of school in my junior year. Ten years later, I married, had my daughter, earned my G.E.D. and divorced (quit smoking too all in the same year!). I went from a G.E.D. to a Ph.D. over the next ten years as a single mom. I am a first generation college student, which means my parents (or grandparents or other extended family members) have not earned college degrees, although my sister does have a Bachelor’s.

I am currently an Associate Professor w/Tenure at the University of Rhode Island in the Department of Sociology & Anthropology. I teach courses in sociology and criminology and my primary research interests are investigating the interactive effects of violence from various sources, e.g. family, neighborhoods, and entertainment on current behavior.

For enjoyment outside of my work, I like being outdoors. I garden, hike, backpack, enjoy birding, camping, fishing, and kayaking. I volunteer my time to lead hikes with dogs (and their owners) for the AMC (Appalachian Mountain Club), and I do trail maintenance and construction locally and in the White Mountains in New Hampshire.