

CRJ 3440 CRIME PREVENTION SYLLABUS

Spring 2020 (Sections W8)

Criminal Justice, CRJ 3440, online, 3 credit hours

Instructor Information:

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Office Location: Clement Building Room 113

Virtual Office Hours: By appointment via Zoom

Given the summer scheduling and online nature of this course, I will not hold normally scheduled office hours but will usually be available to meet with you during normal business hours on weekdays when needed. If you should need to speak with me, it is advised that you email me at least 24 hours prior to the time you'd like to meet so that I may plan accordingly and we can schedule either a conference call or virtual meeting via Zoom preferably during normal business hours. If scheduling a video conference, I will meet with you through my Zoom personal meeting room at <https://apsu.zoom.us/j/9312217526> or logging in to Zoom and searching for "Sarah Whiteford's Personal Meeting Room" or meeting ID 931 221 7526.

Though I typically respond more quickly, please allow 24 hours for responses to e-mails or phone calls. I do not guarantee a response to work related e-mails sent after 5pm. With most of the assignments in this course being completed through the D2L course site, there is always the possibility of technological issues arising while attempting to complete work so please plan to complete course assignments in a timely manner to allow for response time based on this e-mail and phone response policy but I will be checking email regularly throughout the course.

Course Description

This course is an in-depth examination of both strategic and tactical methods of preventing existing and new forms of crime, including terrorism, related topics include target identification, target protection techniques, and information assimilation and analysis.

Course Details: This is an online course. Though we will not have face-to-face class meetings, you are expected to be regularly involved and active in the course through the course D2L page. It is strongly advised that you log into D2L and check the course website every day or, at minimum, every other day. If this were a face-to-face course, you would be attending class three hours per week. Additionally, the general rule of thumb in higher education is that a student should spend an additional 1-3 hours outside of class on homework, assignments,

readings, etc. for every 1 hour spent in class. Therefore, a traditional 3 credit course would entail 6-12 hours of work per week. Given that online courses condense a traditional 16-week semester into an 8-week session, you can double this and expect to spend approximately 12-24 hours per week on this course. Most coursework will be available from the day the course opens but only until each assignment's designated due date.

You are welcome to work ahead but simply must complete assignments by the date in which they are due as listed in the course schedule below, in the D2L announcements, in the module and/or submodule headings, and on the assignments themselves. You are even encouraged to complete assignments early for better time management as there is a lot to do each week. My one suggestion on not working too far ahead is the active learning assignments as you will want to receive feedback on previous assignments before completing future assignments so that you may improve throughout the course. Thus, I advise you not to work too far ahead and, more specifically, to wait to complete active learning assignments closer to their deadline so that you can receive that feedback on previous assignments prior to the next assignments completion.

We will be covering most of the required textbook (see below) and you will have assignments due every Sunday and some Wednesdays at 11:59pm. Most weeks this will include multiple readings and corresponding quizzes as well as several active learning assignments. Some assignments will require discussion forum posts and responses that are due earlier in the week when a later assignment hinges upon their successful completion. One instance will be when discussion forums are used and an initial post is required by midweek so other students have time to post responses. Additionally, the Sunday night deadline also differs for module 7 work as those assignments will be due Thursday, July 22nd at 11:59pm since that is the last day of class.

Course Learning Objectives

This course focuses on crime prevention techniques utilized to deter and reduce crime. Primary, secondary, and tertiary crime prevention strategies and polices are introduced and evaluated given previous research and policy evaluation. Partnerships for crime prevention including neighborhood watch and community policing are introduced as well as developmental and situational crime prevention strategies. Evaluations of physical environmental design and concerns regarding displacement and diffusion of crime are addressed. Tertiary prevention strategies such as deterrence, incapacitation, rehabilitation, and treatment are analyzed as responses to crime that attempt to deter recidivism and future crime.

After completing this course, the students will be able to:

1. Discuss different ways of measuring crime and shortcomings of crime data
2. Identify historical approaches to crime prevention.

3. Distinguish between primary, secondary, and tertiary crime prevention strategies and be able to provide examples of each.
4. Compare and contrast impact and process evaluative approaches to crime prevention programs.
5. Illustrate an understanding of physical environment, neighborhood, developmental, and situational crime prevention strategies.
6. Identify various forms of displacement of crime and diffusion of benefits from crime prevention programs.
7. Apply criminological theories to explain crime and the potential impact of crime prevention strategies.
8. Identify common treatment, rehabilitative, deterrent, and other tertiary prevention techniques as they pertain to preventing future crime.

Required Materials

Lab, Steven P. 2016. *Crime Prevention: Approaches, Practices, and Evaluations, 9th ed.* Routledge: Taylor & Francis Group. ISBN: 978-0-323-35772-2 (paperback); ISBN: 978-0-323-35772-2 (paperback) OR 978-1-138-94693-4 (hardback)

The Lab text is REQUIRED. You will be reading from it each week and taking corresponding quizzes on D2L. I strongly recommend a printed version rather than an e-text so that you can navigate the pages while taking the online quizzes. Any additional reading materials assigned will be posted in PDF format on D2L so please be sure to also have a PDF reading program such as Adobe downloaded to your computer.

Technology Requirements

As per the [APSU's Minimum System Requirements](#) , students should NOT rely on a tablet or smartphone device to complete coursework. Much of the coursework for this class will consist of regular quizzes through D2L that are more difficult to complete in mobile browsers. APSU's Distance Education office advises students to use the most up-to-date versions of Google Chrome or Apple Safari to access the site. It is also recommended that you connect to the internet through an Ethernet cable rather than via Wi-Fi when connecting to complete your quizzes.

Technology Skills Required for Course

Technological skills needed to be successful in this course include accessing and navigating D2L, sending/receiving email, uploading and downloading files, proficiency with Microsoft Office, etc.

Technical Support

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to [GovsTech](#) for more information.

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to [Distance Education's](#) website for more information.

Participation, Assessments & Grading

Class Participation

In order to succeed in this class, students must actively participate in all course activities and assignments. This includes not only readings and quizzes but also the more interactive assignments such as discussions and other active learning activities. It is important that you keep up with assignments as they are assigned on D2L. There will be an "Announcements" tab at the top of the course D2L site that is updated with news, assignments, updates to the schedule, etc. You can change your settings in the "Announcements" drop down menu under "Notifications" and select what type of alerts you'd like to receive notification of via e-mail. Ultimately, it is the students' responsibility to know what is due and when.

Grading Procedures

Student grades will be evaluated using two course components: quizzes and active learning assignments. Each of these components will contribute to the calculation of a final course grade but these components will not be weighted equally. An average grade for each component will be calculated by dividing the number of points earned by the number of points possible within each grade component category. This will result in an average grade on quizzes and another average grade on active learning assignments. Before each grade component's average is calculated, some of the lowest grades for each component will be dropped. I'll be using a 3-2 policy in which the 3 lowest quizzes and 2 lowest active learning participation assignments will be dropped. Once an "average" grade for each of these components has been calculated, the average grades will be weighted and summed to derive a final grade for the course.

The contribution of each grade component is listed below:

Quizzes (lowest 3 dropped)	60%
Active Learning Participation Projects (lowest 2 dropped)	40%
	TOTAL 100%

Quizzes: Throughout the semester, you will complete regular reading assignments and corresponding quizzes through D2L. Each week you will be assigned a series of required readings. Chapters are usually broken down into 2 parts but some longer chapters may be broken into 3 parts. After completing each reading, you will take the corresponding online quiz to assess your comprehension. With the condensed time frame of a 7.5-week online course,

this will typically mean covering 2 textbook chapters a week—thus, you will normally be assigned 4-5 readings with corresponding quizzes each week.

Quizzes will be posted to the D2L site from the start of the course and will remain open until Sunday evening at 11:59pm (except in week 7 when the course closes on Thursday at 11:59pm). Quizzes will consist of 5 objective questions (multiple choice and true/false) and will be timed allowing you 7 minutes to complete the quiz with an additional 1-minute grace period. D2L will allow you only one attempt at the quiz so please be sure that you are ready to take it before opening the link. Quizzes are open book but you will not have the time to look up every response so please read carefully prior to attempting the quiz. The quizzes are not open book with the intent to allow you time to look up every answer but are open book because I have no way of ensuring you don't use the book. Thus, quizzes are timed to limit the ability of looking up all answers. I advise that you read each assigned section once and then review it at least 1-2 additional times before attempting the quiz. Answer the questions you know immediately then use remaining time to go back and find the answers for those you don't know. If time still permits, double check your answers on those questions you thought you knew the answer to. Taken together, this means you should plan on spending 30-60 minutes to complete each assigned reading and corresponding quiz.

Because I recognize the potential for technological problems with D2L on quizzes or the inability to complete a particular assignment when it is due, I will drop the 3 lowest quiz grades at the end of the course. However, this means I will not reset attempts to take a quiz (except under extenuating circumstances with documentation or instructor error) and I will not allow make-ups or extensions. Any missed quiz will simply count as 1 of your 3 dropped quiz grades. Should you run into a technological problem while taking a quiz, screenshot the problem for documentation and e-mail me so I can reset the attempt. I suggest that you not waste the dropped grades by simply skipping an assignment since there's always the potential for problems to arise later in the semester.

Active Learning Participation Projects: In addition to online quizzes, you will complete various active learning assignments that will require you to apply the material learned in the readings. Examples of active learning assignments will include security analyses, article review summaries, discussion forums for designing a survey research project, and other such assignments that require critical thinking and application of learned materials. Most active learning assignments will be graded based on content so please pay careful attention to instructions. The lowest 2 active learning assignments will be dropped before an average grade is calculated for the active learning grade component.

Late and Missing Work Policy

You must schedule time to regularly complete coursework as if this were a class that meets several times each week. Readings and quizzes must be completed by the day and time

they are do as they close following that deadline. For active learning assignments, dropboxes and discussion boards will remain open after the deadline but will incur a late penalty for work submitted after the due date. If you turn assignments in any time after they are due—regardless of the excuse—the grade will be penalized for being late. For every day that the assignment is late, you will lose a ½ credit for the assignment. Thus, if an assignment due Sunday is worth 10 points and it is turned in Monday, the very best grade you could earn would be a 5/10. If it were turned in 2 days late (i.e., on Tuesday), the best you could do would be a 2.5/10. I know this policy may seem strict but it is critical that you complete work in a timely manner.

I do NOT typically allow for make-up work or extensions except under the most extenuating circumstances (i.e., unplanned, unavoidable, and life altering events). If you know you will be away from the computer due to personal or professional obligations, it is your responsibility to have all assignments completed on time and submitted prior to when they are due rather than asking to make-up the work upon return. For example, if you are in the military and know you'll be away for a training, please communicate with me at least a week in advance that you will be away but please ensure you've completed all work due while you are away prior to your departure.

For extensions to be granted, your inability to complete work must meet the criteria of being unplanned, unavoidable, and life-altering. Under extenuating circumstances, should a student seek an extension or the ability to make up missed work, it is the student's responsibility to communicate with me the circumstances of the absence and provide documentation of said circumstances at the time when the situation is occurring. Extensions will not even be considered unless the request is made within 24 hours of when the assignment was due.

Grading Scale

Final grades will be assigned using the following grading scale:

- 90.00% - 100.00% = A
- 80.00% - 89.99% = B
- 70.00% - 79.99% = C
- 60.00% - 69.99% = D
- 59.99% and below = F

In order to pass this course you must earn an overall average of 60.00 percent or better. Be forewarned that I do NOT round up grades. An overall average of 59.99 percent is not enough to pass the course and make-up work is not allowed at the end of the semester just to attempt to raise a grade (see "Late & Missing Work Policy" above). Only in such circumstances that a student comes extremely close to the next grade level (i.e., within ½ percentage point) will the higher grade even be considered and only if the student has illustrated a dedication to

learning in the course, has clearly attempted to do their best, and has turned in ALL work minus the allotted dropped grades from each grade category.

Once grades are posted, you may find that you did not “receive” the grade you expected. Keep in mind that I abhor comments suggesting “I gave you” a grade rather than you having “earned a grade”. Because students often send questions or concerns regarding grades when emotions are high, I refuse to answer grade inquiry questions if you contact me within the first 24 hours of a grade being posted. If you would like to e-mail or meet with me after that 24-hour lag time, I will be glad to discuss your grade with you at that point.

Instructor Grading and Feedback Response Time

Quizzes grades will be posted to D2L immediately following completion. For active learning assignments, I will do my best to post graded items in D2L within 1 week of the initial assignment submission. When the next week’s work hinges on the previous assignment, I will work diligently to decrease that turnaround time to just a few days. For more in depth assignments, this turnaround time may be even longer and I ask that you be patient. All grades will be posted in D2L as they are completed and you will usually have a fairly accurate estimate of your current standing in the course minus any pending active learning assignments I’m currently working on grading.

Course Topics & Assignments

Below you will find a list of the assigned readings and corresponding quizzes for each module. Please keep in mind that, you will also be completing various active learning assignments that correspond to each chapter in addition to these readings and quizzes.

Course Module & Due Dates	Materials Covered	Textbook Materials Covered
Introduction: Due Wednesday, June 2 nd	Introductory Course Materials	<ul style="list-style-type: none"> • Reading & Quiz: Syllabus quiz • Active Learning: Introduction video
Module 1: Due Sunday, June 6 th	Crime, the Fear of Crime, & Crime Prevention	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 1 Part 1 • <i>Active Learning:</i> Measuring Crime & Comparing Data • <i>Reading & Quiz:</i> Chapter 1 Part 2 • <i>Active Learning:</i> Discussion Board Survey Questions on Fear of Crime • <i>Reading & Quiz:</i> Chapter 2 Part 1 • <i>Active Learning:</i> Timeline of Early Crime Prevention Efforts • <i>Reading & Quiz:</i> Chapter 2 Part 2
Module 2: Due Wednesday, July 9 th	Continuing Work on Class Research Project	<ul style="list-style-type: none"> • <i>Active Learning:</i> Additions & Revisions to Survey Questions on Fear of Crime

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Course Module & Due Dates	Materials Covered	Textbook Materials Covered
Module 2: Due Sunday, June 13 th	Crime Prevention, the Physical Environment, & Evaluation	<ul style="list-style-type: none"> • <i>Active Learning:</i> Selecting Final Survey Questions • <i>Reading & Quiz:</i> Chapter 3 Part 1 • <i>Active Learning:</i> Evaluating New Policies in Covid Pandemic • <i>Reading & Quiz:</i> Chapter 3 Part 2 • <i>Reading & Quiz:</i> Chapter 4 Part 1 • <i>Reading & Quiz:</i> Chapter 4 Part 2 • <i>Reading & Quiz:</i> Chapter 4 Part 3 • <i>Active Learning:</i> CPTED Home Analysis
Module 3: Due Sunday, June 20 th	Neighborhood Crime Prevention & the Displacement/ Diffusion of Crime	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 5 Part 1 • <i>Reading & Quiz:</i> Chapter 5 Part 2 • <i>Active Learning:</i> CPTED Neighborhood Analysis • <i>Reading & Quiz:</i> Chapter 5 Part 3 • <i>Reading & Quiz:</i> Chapter 6 Part 1 • <i>Reading & Quiz:</i> Chapter 6 Part 2 • <i>Active Learning:</i> Discussion Board Survey Questions on Routine Activities & Opportunities • <i>Reading & Quiz:</i> Chapter 6 Part 3
Module 4: Due Sunday, June 27 th	Developmental & Situational Crime Prevention	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 8 Part 1 • <i>Reading & Quiz:</i> Chapter 8 Part 2 • <i>Reading & Quiz:</i> Chapter 11 Part 1 • <i>Reading & Quiz:</i> Chapter 11 Part 2
Module 5: Due Sunday, July 4 th	Partnerships for Crime Prevention including School Programs	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 12 Part 1 • <i>Reading & Quiz:</i> Chapter 12 Part 2 • <i>Active Learning:</i> Changes in Community Policing Article Reviews • <i>Reading & Quiz:</i> Chapter 14 Part 1 • <i>Reading & Quiz:</i> Chapter 14 Part 2 • <i>Active Learning:</i> Changes in School Prevention Program Article Reviews
Module 6: Due Sunday, July 11 th	Models of Deterrence—both Specific and General	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 9 Part 1 • <i>Reading & Quiz:</i> Chapter 9 Part 2 • <i>Reading & Quiz:</i> Chapter 15 Part 1 • <i>Reading & Quiz:</i> Chapter 15 Part 2
Module 7: Due	Secondary Prevention,	<ul style="list-style-type: none"> • <i>Reading & Quiz:</i> Chapter 10 Part 1

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Course Module & Due Dates	Materials Covered	Textbook Materials Covered
Friday, July 18 th	Rehabilitation, & the Future of Crime Prevention	<ul style="list-style-type: none"> • <i>Reading & Quiz</i>: Chapter 10 Part 2 • <i>Reading & Quiz</i>: Chapter 16 Part 1 • <i>Reading & Quiz</i>: Chapter 16 Part 2 • <i>Reading & Quiz</i>: Chapter 17
Final Assignments: Due Thursday, July 22 nd		<ul style="list-style-type: none"> • <i>Final Research Project Submissions</i>

In addition to the assignment schedule above, there are many dates of importance students should note in order to be successful in this course. Below is a list of dates regarding withdrawing from the course, holidays in which classes are not held, etc.

Event of Importance	Date
Last Day for 100% Fee Adjustment	May 28 th
Students Not Paid in Full or Confirmed will be Automatically Dropped	June 2 nd
First Day of Classes	May 29 th
Last Day to Add a Class	June 2 nd
Last Day for 75% Fee Adjustment	June 7 th
Last Day to Drop Without Record	June 11 th
Last Day to Drop with Automatic "W"	June 25 th
Last Day for 25% Fee Adjustment	June 30 th
Last Day of Classes	July 22 nd

Course Expectations and Policies

Academic Honesty Policy

Students are expected to know and abide by the University's Honesty and Integrity Policy especially as it pertains to issues of academic dishonesty for this course. Academic dishonesty encompasses many dishonorable activities that students may partake in while completing coursework. Participating in any of the following activities will constitute academic dishonesty for the purpose of this course:

(a) *Cheating*: Using or attempting to use unauthorized materials, information or aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

(b) *Plagiarism*: The adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes both the deliberate or accidental taking of another's work without properly documenting or crediting the original source in any academic exercise.

(c) *Fabrication*: Unauthorized falsification or invention of any information or citation in an academic exercise.

(d) *Facilitating Academic Dishonesty*: Assisting or attempting to assist another to violate a provision of the institution's student code of conduct regarding academic misconduct.

All students are expected to complete their own work and conduct research and author assignments independently of others (unless specifically assigned to work together by the instructor). Therefore, the following would also be considered violations of Dr. Whiteford's personal Academic Honesty policy:

- (a) Discussing questions or answers to online quizzes prior to both parties having completed the quiz
- (b) Taking another student's quiz for them or completing an active learning assignment for them.
- (c) Copying or letting someone copy an assignment such as a quiz or active learning project.
- (d) Collaboration of any kind on individually assigned work. Unless work is clearly assigned as partnered or in small groups, assume that all work should be completed individually.

If the instructor suspects that you have engaged in academic dishonesty, sanctioning will be imposed on the student that may have detrimental effects to the successful completion of this course. Sanctions which may be applied to students engaging in academic dishonesty will vary based on the severity of the infraction and may include but are not limited to:

- (a) a reduced grade on an assignment
- (b) a "0" for the academic exercise;
- (c) a failing grade for the course
- (d) probation, suspension, or expulsion from the University
- (e) reporting the matter to the Office of Student Affairs for further judicial proceedings and a notice placed in your permanent academic file.

Communication Policy

All course communications will be made through the D2L course page under the "Announcements" page. Should you need to contact the instructor, please do so through APSU email (whitefords@apsu.edu) and NOT the D2L email system as you will receive a quicker response via APSU email. Please be sure to check your APSU email and D2L on a regular, if not daily, basis. If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu. Should you need to contact me directly, the best way to do so is via email at whitefords@apsu.edu. Be sure you are sending me e-mails from your APSU e-mail so that e-mails aren't sent to my Junk folder. If needed, Zoom video conferences or phone calls can be scheduled via email.

Students with Disabilities

Austin Peay State University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a

handicap.” Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments.

If you have a documented disability that may have some impact on your work in this class and for which you may require reasonable accommodations, you will need to receive documentation through Disability Services in Morgan University Center 114 on the Clarksville Campus, 931-221-6230, disabilityservices@apsu.edu, so that reasonable accommodations may be arranged with me. For more information, please visit the [APSU Disability Services](#) website. Once you have received appropriate documentation, you should then schedule a meeting with me to discuss these accommodations. Accommodations will not automatically be applied unless you discuss with me which accommodations you wish to take advantage of in this course. Documentation will be required before accommodations are made by the instructor.

Syllabus Changes

I view this course syllabus as an educational contract between myself as the instructor and you the student. Though every effort will be made to avoid changing the syllabus or course schedule, I reserve the right to make changes as necessary. If changes are made during the term of the course, I will immediately notify students of such changes through the course D2L site so please be sure to keep up-to-date with announcements on the site.