

Syllabus

MISSISSIPPI VALLEY STATE UNIVERSITY

Academic Term and Year	Fall 2018
Course Prefix and Number	CJ487_E01/20693
Course Title	Victimology
Days, Time and Location of Class Meeting	Online
Instructor's Contact Information	
Name:	Mrs. K. Richardson
Office Location:	Social Science Building
Office Hours:	Blackboard Email
Office Phone Number:	662.254.3364
E-Mail Address:	krichardson@mvsu.edu
	Students are to use Blackboard Communication Tool (E-Mail) for all class correspondences/communication. This will allow interactions/communication between students and professor to be documented in the course.
Course Prerequisite:	None
Required textbook(s):	Required Text(s): Karmen, A. (2016). Crime victims: An introduction to victimology. (9 th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN: 978-1-305-26103-7
Technology skills:	Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail, Excel, PowerPoint and Word Processing programs
Catalog Course Description	A comprehensive study of the victims of crime, including their characteristics per crime, and their relationship with their perpetrators. Compensation programs and victimization studies will be covered. Other victim related contemporary issues will also be examined.
Course Learning Objectives [CLO]	Upon completion of this course, the student should be able to: <ol style="list-style-type: none"> 1. Define, examine, and analyze the study of victimology; 2. Develop an awareness of the history and development of crime victims' rights movement in the United States; 3. Comprehend the rediscovery of crime victims by the media, businesses, the criminal justice system, and social movement; 4. Identify and discuss victimization patterns including differential and cumulative risks; 5. Describe and integrate major theoretical explanations of criminal victimization; and 6. Outline and discuss the three key goals victims can pursue through the criminal justice system.

Program Learning Outcomes [PLO]	<p>Upon completion of the undergraduate program in criminal justice, the student should demonstrate understanding of the:</p> <ol style="list-style-type: none"> 1. Crime issues, trends, and basic legal principles in America; 2. The social, economic and political forces that influence the definition and response to crime in America; and 3. The history, development and operations of the criminal justice system.
Course Requirements	<p>A. Discussions and Participation: Each assigned discussion on the discussion board is worth 20 points. For each discussion topic, there should be at least three (3) submissions/responses for each learner, one original post (i.e., the learner's substantive original post to the discussion topic) and one response to two other learners' post.</p> <p>To actively participate in discussions, each learner should create a substantive post (not less than two hundred words) with supporting arguments/documentations (i.e., literature with citations) on the assigned topic. In addition, Each learner should also respond to the posts of at least two other learners for each discussion topic (i.e., responsive posts). These responses to other learners should also be substantive posts (at least 30 words) that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic.</p> <p>In addition, learners should respond to any follow-up questions the instructor directs to them in the discussion area.</p> <p>As stated above, there are five (5) discussion topics, each worth up to 20 points. If a learner does not participate in discussions during the assigned period, he or she will not be able to make-up such discussions. When a learner does not participate in discussions during the assigned period, he or she will not have an opportunity to engage in dialogue with other learners. Therefore, the learner will earn 0 points.</p> <p>B. Examinations: There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have approximately 50 questions. Each exam will encompass only the materials analyzed during that portion of</p>

	<p>the course and will consist of multiple-choice items. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.</p> <p>C. Quizzes: There will be a total of 5 quizzes administered throughout the semester. Each worth up to 20 point and will comprised of ten (10) to twenty (20) questions (viz., multiple choice, true/false).</p>
Supplementary materials:	<p>Companion Website: http://www.cengagebrain.com/shop/isbn/9780495599296</p>
<p>MVSU Academic Policy 2.13.04 Class Meetings</p> <p>Class attendance policy:</p>	<p>In compliance with IHL policy and SACSCOC guidelines, the University requires a minimum of 2,250 minutes per three semester hour course , regardless of course delivery method, and may include final examination time.</p> <p>This course is designed as an Assignment/Project-based course. For that reason, the majority of your grade will be determined by the quality of the assignments/projects that you submit. The course will begin in the classroom for orientation to Blackboard.</p> <p>Each student is expected to access the Blackboard site on a regular basis (daily, perhaps several times per day), from whatever location is available (home, office, lab, school, public library etc...).</p> <p>Student(s) who fail to participate in the classroom during a course week will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. The online classroom shall be no different in this respect. It is the instructor's sole discretion as to what he/she shall consider AU or AE.</p>

Submission of Work:	<p>The first week begins the first day of the term. Scheduled assignments MUST be completed and successfully submitted through the Blackboard Assignment Tool (drop box) by due date and time. Assignments automatically become unavailable after the due date/time expires.</p> <p>NO opportunities will be available for making up online class activities or assignments and no multiple submissions will be allowed.</p> <p>All assignments MUST be keyed using MS Word or saved as a .DOC file.</p>						
Make-up examination policy:	Are to be scheduled with the instructor and will only be given to students with excused absences .						
Course Drops/Incompletes:	<p>Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is your responsibility. Failure to comply with the procedure <u>WILL</u> result in you receiving a letter grade of "F."</p> <p>Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.</p>						
Cheating and plagiarism policy:	<p>Cheating in any fashion will not be tolerated, including but not limited to plagiarizing another's words, work or ideas on individual class assignments.</p> <p>To address the situation of plagiarism, the University has implemented <i>Turnitin</i> to fight plagiarism and improve reading, writing, and research skills. <i>Turnitin</i> is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.</p> <p>Plagiarism will result in at least a failing grade for the assignment(s) and/or course.</p>						
Online Communication Observation of "Netiquette":	<p>Students MUST use Blackboard mail for contact with the instructor and other members of the class.</p> <p>All your Online communications should be composed with fairness, honesty and tact. What you put into an Online course reflects on your level of professionalism</p>						
Technical Problems:	If you experience technical/computer difficulties (<i>need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course</i>), contact MR. MACK PENDLETON at 662.254.3114 as well as your instructor.						
Technology Infusion:	<p><u>Hardware:</u></p> <table border="1" data-bbox="737 1793 1442 1934"> <tr> <td data-bbox="737 1793 1008 1862">Operating System:</td> <td data-bbox="1008 1793 1442 1862">Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher</td> </tr> <tr> <td data-bbox="737 1862 1008 1898">Processor:</td> <td data-bbox="1008 1862 1442 1898">200 MHz or higher</td> </tr> <tr> <td data-bbox="737 1898 1008 1934">Memory:</td> <td data-bbox="1008 1898 1442 1934">32 MB of RAM</td> </tr> </table>	Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher	Processor:	200 MHz or higher	Memory:	32 MB of RAM
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Teaching/Learning Strategies	<p>The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and/or individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.</p>																																	
Evaluation Procedures	<p>Access Blackboard course at http://mvsu.blackboard.com or www.mvsu.edu click on Blackboard for detailed instructions regarding assignments</p>																																	
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ADA Statement	<p>Any student requiring accommodations or services due to a disability must contact the University College, Office of the</p>																																	

	ADA Coordinator, located in office #2 of the Earnest A. Boykins, Jr. Academic Skills Parlor. The coordinator can be contacted directly at 662.254.3446 or through the University College office number at 662.254.3442. The student requiring special instructional strategies should, in writing, make these special needs known to the instructor during the first week of the course.
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Participation Guidelines

To actively participate in discussions, you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion topic/question. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. In addition, learners should respond to any follow-up questions the instructor directs to you in the discussion area.

To allow other learners time to respond, you are encouraged to post your initial/substantive response to the discussion topic within the first week of assigned discussion on the discussion board. To receive maximum points for discussion, learners are to perform the following:

- Learners are expected to complete and post their substantive original post on the discussion board within the first week of assigned discussion;
- Learners are to move the discussion/dialogue forward by validating their position with applicable knowledge supporting by literature;
- Learners are to apply relevant professional, personal, or other real world experience to extend the dialogue during the duration of the assigned discussion; and
- (4) Learners are to demonstrate quality-writing skills (e.g., proper spelling, punctuation, grammar, and sentence structure). Learners are not to post using shortcut texting. For example, students are not to use shortcut like “u” for “you” in their postings. Please “spell check” your work before posting.

Note: Learners are to proofread their work before posting on the discussion board.

Course Outline: <i>subject to some changes depending on the needs and level of the class</i>	
WEEKS	ASSIGNMENTS
1 8/20-8/26	Blackboard Orientation August 20: Classes Begin Introductions of Students: Bios & Introductions (120 minutes)

	Chapter 1 –What is Victimology? Assigned Reading: Chapter 1 (600 minutes)
2 8/27-9/2	Chapter 2—The Rediscovery of Crime Victims Assigned Reading: Chapters 2 (600 minutes) Discussion 1 (Students are to define victimology; provide a historical account of its emergence). Quiz 1
3 9/3-9/9	Chapter 3—Victimization in the United States: An Overview Assigned Reading: Chapter 3 (600 minutes) Discussion 2 (Should the names of victims be printed in the paper?)
4 9/10-9/16	Chapter 4—A Closer Look at the Victims of Interpersonal Crimes of Violence and Theft Assigned Reading: Chapter 4 (600 minutes) Quiz 2
5 9/17-9/23	Chapter 5—The Ongoing Controversy over Shared Responsibility Assigned Reading: Chapter 5 (600 minutes)
6 9/24-9/30	Chapter 6—Victims and the Police Assigned Reading—Chapter 6 (600 minutes) Quiz 3 Discussion 3 (How liable should you be if someone steals your identity and runs up your credit cards?)
7 10/1-10/7	Preparation for Test 1 (1200 minutes) Major Examination: Test 1 (Chapters 1-6) October 1 -October 5, 2018
8 10/8-10/14	Chapter 7—Victims’ Rights and the Criminal Justice System Assigned Reading: Chapter 7 (600 minutes)
9 10/15-10/21	Chapter 8—Victimized Children Assigned Reading: Chapter 8 (600 minutes)
10 10/22-10/28	Chapter 9—Victims of Violence by Lovers and Family Members Assigned Reading: Chapter 9 (600 minutes) Discussion 4 (Why don’t battered women leave?)
11 10/29-11/4	Chapter 10—Victims of Rapes and Other Sexual Assaults Assigned Reading: Chapter 10 (600 minutes) Quiz 4

12 11/5-11/12	Chapter 11—Additional Groups of Victims with Special Problems Assigned Reading: Chapter 11 (600 minutes)
13 11/13-11/18	Quiz 5- (60 minutes) Discussion 5 (Why do we treat victims of terrorists' attacks differently than victims of other kinds of crime?)
14 11/19-4/25	(Class is open for participation) Chapter 12—Repaying Victims Assigned Reading: Chapter 12 (600 minutes)
15 11/26-12/2	Chapter 13—Victims in the Twenty-First Century: Alternative Directions Assigned Readings: Chapter 12 and 13(1200 minutes)
16 12/3-12/7	December 3, 2018-December 7, 2018: Final Examination: Test 2 (Chapters 7-13)

Note/Comments:	This document/syllabus does not constitute a contract with the University. It contains guidelines. The instructor reserves the right to make changes as necessary.
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