

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 192
Action Approved 9/16/99

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor David L. Myers, Ph.D. Phone 7-5611
 Writing Workshop? (If not at IUP, where? when?) See attached certificate
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
 Course Number/Title _____
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

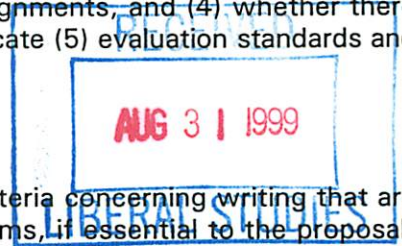
- Professor(s) _____ Phone _____
 Course Number/Title _____
 Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) David L. Myers
Department Chairperson Janice Stever
College Dean Bruce [unclear] 8/27/99
Director of Liberal Studies Cheryl Saller 9/16/99

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)



Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Indiana University of Pennsylvania Liberal Studies Program

Certifies that

David L. Myers

has participated in the *IUP Writing Workshop*
with facilitator Dr. Robert Yagelski

May 12, 1999 to May 14, 1999



A handwritten signature in cursive script, reading "Mary E. Sadler".

Mary E. Sadler
Director
Liberal Studies

CR451: ETIOLOGY OF DELINQUENT BEHAVIOR (WRITING INTENSIVE)
DR. DAVID L. MYERS
WRITING SUMMARY

CR451: Etiology of Delinquent Behavior is proposed for identification as a "W" course. Multiple sections of this course are offered every fall and spring semester, and the class is listed as an upper-level Criminology "controlled" elective. Most students in the course are junior and senior Criminology majors. Class size is to be limited to 20 students.

There are five types of writing that will take place in this course:

1. Writing for evaluation: There are three exams for the course, each covering approximately one-third of the course material (i.e., the final is not cumulative). Two types of questions will appear on the exam (see attached sample questions): (a) Questions requiring a content-based answer, which will ask students to identify and discuss key people, terms, and/or events; and (b) Questions requiring an interpretive answer, which will ask students to apply what they have learned to given situations. Exams will be completed during the regularly scheduled class period, and students will be given an idea of what to expect (e.g., types of questions, material on which to focus, grading procedures, etc.) during a review session in the class immediately preceding the exam. Construction of essay answers (e.g., paragraphs and complete sentences; proper spelling, grammar, punctuation; etc.) will play a role in evaluation and grading, however, students will not be expected to produce fully edited prose. Each essay exam will be worth 100 points, and the exams will make up 60% of the final grade for the course.

2. Writing to enhance reading: Class discussion of required readings will play a large role in this course. In preparation for these discussions, students will be required to complete 10 written assignments, of 1 to 2 pages in length, pertaining to the required readings. Questions will be assigned for students to answer, and written answers will be worth up to five points (see attached guideline sheet). The objective of these assignments is to encourage students to focus on the key elements and issues that are brought up in the readings and to think critically about the corresponding policy implications. These writing assignments will make up 10% of the final grade for the course.

3. Writing to integrate theory, research, and public policy: Students will be required to write a paper on a delinquency theory of their choice. The paper will briefly cover the theory itself, describe and assess an empirical test of the theory, and discuss policy implications associated with the theory and research (see attached guideline sheet). This assignment will allow students to demonstrate their knowledge of a particular theory, their comprehension of an original piece of research, and their ability to produce a finished, fully edited product. The paper will be worth a total of 100 points, which will make up 20% of the final grade for the course. The first 30 points will be based on an initial draft, which will be returned to students for revision. The second 70 points will be based on the final version.

4. Writing to stimulate thought: Class attendance and participation will make up the remaining 10% of the final grade for this course. In-class, small-group exercises will contribute to the grading in this area. After listening to a lecture, watching a videotape, or participating in a class discussion, students will sometimes be asked to answer a question or questions as a small-group exercise. Group answers will not be specifically graded, however, they will be collected in order to monitor student attendance and participation. The objectives of these exercises are to improve student interaction, have them share ideas, and to enhance the learning process.

5. Writing to record information: The required textbook for this course is actually a book of readings, pertaining to the topic of juvenile delinquency. A great deal of material will be presented in class that is not found in the assigned readings, meaning that students will be required to record quality notes. Students will be encouraged to take their notes in double-entry format, with one side of a page for recording lecture material and the other side for recording personal thoughts, questions, and insights. Notebooks will not be collected and graded, although they may be occasionally examined if a student is having problems with the course.

Summary of Writing Assignments for CR 451

Assignment	Pages	# of Assignments	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
Exams	9-12	3	Yes	No	60%
Brief papers on Assigned Readings	10-15	10	Yes	No	10%
Research Paper	7-10	1	Yes	Yes	20%
Short, In-class writing	5-7	5-7	Contributes to class Attend/Part.	No	10%
Note-taking	?	N/A	No	No	0%

INDIANA UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF CRIMINOLOGY
CR 451: ETIOLOGY OF DELINQUENT BEHAVIOR (WRITING INTENSIVE)

Instructor: Dr. David L. Myers
Office: G-1 (J) McElhaney Hall
Office Phone #: (724)357-5933
E-mail: david@grove.iup.edu
Office Hours:

Section:
Lecture Day/Time:
Room:

COURSE DESCRIPTION:

An analysis of the prevalent theories of delinquency causation with a view toward developing prevention, control, and treatment approaches (IUP undergraduate catalog description). We will first examine the early history of childhood and delinquency, and the idea of treating juveniles differently from adults. We will then look at the measurement, nature, and extent of juvenile delinquency today. Finally, over the major part of the course, we will consider what is known about the causes of juvenile delinquency, and how theories have been utilized in attempts to prevent, control, and treat delinquent behavior.

COURSE OBJECTIVES:

- 1. Students will gain historical knowledge of the concepts of "childhood" and "juvenile delinquency."** Our focus will be on the evolving notion that children are different from adults, and that juvenile delinquents are different from adult criminals. The establishment of a separate system of juvenile justice will also be examined.
- 2. Students will gain a knowledge of how juvenile delinquency is measured in our society, through an examination of official statistics, self-report surveys, and victimization surveys.** An emphasis will be placed on what each of these sources reveal about the nature and extent of juvenile delinquency in modern times. Trends, characteristics of juvenile offenders, and the strengths and weaknesses of each measurement instrument will all be studied.
- 3. Students will gain and/or broaden their knowledge of the theoretical causes of juvenile delinquency, and how delinquency theory and research impact on policies and programs directed at delinquent behavior.** A consideration will be made of potential biological, psychological, and sociological factors which may influence youthful behavior, as well as the research support for each of these theoretical areas. Corresponding efforts to prevent, control, and treat juvenile delinquency will also be addressed.
- 4. Students will improve their ability to write.** In meeting the first three objectives listed above, students will engage in a variety of writing activities. These activities are designed to enhance student learning, and it is expected that students will improve the quality of their writing over the course of the semester.

REQUIRED TEXTBOOKS AND MATERIALS:

Weis, Crutchfield, and Bridges: Juvenile Delinquency (1996)

*** Students should bring the textbook to class ***

A loose-leaf notebook or sturdy folder is also highly recommended for the course.

GRADING POLICY:

Grades for the course will be based on a point system, derived from three (3) examinations, ten (10) written assignments, a research paper, and class attendance/participation.

Each exam, including the final, will cover approximately one-third of the course material (i.e., the final is not cumulative). Exams will be in the form of essays and short written answers, and questions will pertain to both material covered in class and the assigned readings. **Each exam will be worth 100 points.** A short review session will be conducted during the class period immediately prior to each exam.

Written assignments will pertain to the assigned readings. A total of ten (10) questions or pairs of questions will be assigned. Answers to these questions will be worth up to five (5) points, depending on the quality of your answer. **There is a total of 50 possible points based on the assigned questions.**

The research paper will be discussed at length on the first day of class. This paper will be a minimum of 7 pages long, and will pertain to an empirical test of a theory of delinquency that we will cover during the course. **The paper will be worth up to a total of 100 points. The first 30 points will be based on an initial draft, which will be returned to students for revision. The second 70 points will pertain to the finished, edited version of the paper.**

Class attendance and participation will make up the remaining part of your grade. Attendance will be taken regularly by the instructor, and various activities will be completed during class time that are designed to encourage student participation. Students are expected to prepare for class by reading and doing the scheduled assignments. Furthermore, material will be presented in class that is not found in the reading assignments. Students are responsible for obtaining any missed material, and notes will not be available from the instructor. **Students who have more than three (3) unexcused absences, and/or fail to prepare for and participate in class, can expect to have significant points deducted from the initial 50 point total for this part of their grade. In general, 5 to 50 points will be deducted, depending on the number of unexcused absences and/or the insufficiency of preparation and participation. More specifically, students who have more than three (3) unexcused absences will have five (5) points deducted for each unexcused absence that occurs subsequent to the initial three (3) that are allowed (e.g., if a student has six unexcused absences, the first three will occur without penalty, and the subsequent three will result in a 15 point total deduction). Furthermore, class preparation and participation is a required part of the course. If it becomes apparent to the instructor that a student has failed to prepare for class and/or participate in classroom activities, the situation will be treated as an unexcused absence.**

If you are concerned about your grade at any point in the semester, please see me during my office hours or make an appointment. I will do everything I can to help you improve your grade, but do not wait until it is too late. If you have any special needs or disabilities that need attention, please let me know about them.

There will be a maximum of 500 points for the course:

Examination #1:	100 points
Examination #2:	100 points
Examination #3:	100 points
Written Assignments:	50 points
Paper (Initial Draft):	50 points
Paper (Final Version):	50 points
Attend/Participate:	<u>50 points</u>
Total:	500 points

Final grades will be based on the following point scale:

450 - 500 points (90%-100%)	= A
400 - 449 points (80%-89%)	= B
350 - 399 points (70%-79%)	= C
300 - 349 points (60%-69%)	= D
Below 300 points (< 60%)	= F

MISSED EXAMINATIONS AND LATE ASSIGNMENTS:

If you know you have a conflict with an exam date, **for a legitimate reason**, see me as soon as possible prior to the exam being given. **Medical, legal, or family emergency documentation is required for all unexcused missed examinations and late written assignments.** Documentation must be presented within one week following a missed exam.

ACADEMIC DISHONESTY:

Cheating, in any form, will not be tolerated. All suspected cases will be handled according to the Academic Integrity Policy at IUP (see undergraduate catalog). For this course, this statement pertains to exams, written assignments, and the research paper. While discussion of the readings with other students is encouraged, the written assignments are to be completed by each individual student, as they are not group projects.

READING ASSIGNMENTS AND COURSE SCHEDULE:

The reading assignments listed on the following page are tentative and subject to change, especially if unexpected circumstances arise (e.g., snow cancellation). However, an effort will be made to follow the schedule as closely as possible. If the University is open on a day with bad weather, we will have class, and you will be responsible for any missed material. Again, it is stressed that class attendance is important, in order to receive all information for which you will be responsible and to be notified of any schedule revisions. **Assigned questions for the writing assignments appear in bold.**

DATE	TOPIC	TEXTBOOK READINGS AND QUESTIONS
Week 1	Course Overview; History of Childhood and the Creation of Delinquency	Pages 5-6
Week 2	Origins of Juvenile Justice	Pages 7-12; Questions 2 & 3, p. 20 Pages 13-15
Week 3	Measures of Delinquency - Official Statistics	Pages 27-36; Questions 1 & 2, p. 53
Week 4	Measures of Delinquency - Self-report Surveys	Pages 37-45 Pages 46-51; Questions 4 & 5, p. 53
Week 5	Measures of Delinquency - Victimization Surveys	Pages 61-80
End Week 5	EXAM # 1	
Week 6	Intro to Delinquency Theory; Deterrence Theory and Rational Choice Theory	Pages 81-86
Week 7	"Get Tough" Policies and Programs; Biological/Biosocial Theory and Early Childhood Intervention	Pages 395-417; Questions 6 & 7, p. 429 Pages 144-149
Week 8	Psychological/Intelligence Theory and Individualized Treatment	Pages 117-122; Question 1, p. 362
First draft of research paper due during Week 8; Returned during Week 9		
Week 9	Social Disorganization Theory and Community-based Programs	Pages 160-169 Pages 170-186; Question 5, p. 362
Week 10	Anomie/Strain Theory and Strain Reduction Programs	Pages 255-261
End Week 10	EXAM # 2	

Week 11	Subcultural/Strain Theory and Opportunity-based Programs	Pages 244-254 Pages 262-266; Questions 13 & 14, p. 363
Week 12	Differential Association/Social Learning Theory and Learning-based Programs	Pages 226-234 Pages 90-92; Question 6, p. 110
Week 13	Control Theory and Social Bonding Programs	Pages 277-285; Questions 16 & 17, p. 363 Pages 309-312

Final version of research paper due during Week 13; Returned during Week 14

Week 14	Labeling Theory and Diversionary Programs	Pages 334-345 Pages 354-358; Questions 23 & 26, p. 363-364
End Week 15	FINAL EXAM	

**CR451: ETIOLOGY OF DELINQUENT BEHAVIOR (WRITING INTENSIVE)
SAMPLE QUESTIONS FOR ESSAY EXAMS**

1. Discuss what official statistics (e.g., UCR) reveal about the associations between delinquency and race and between delinquency and social class. You may also use findings from the cohort studies to support your answer. Additionally, explain why, in light of history and the purposes behind the development of juvenile institutions and juvenile courts, these findings are not particularly surprising.

2. Some delinquency theories are micro theories, meaning they focus on individual factors and seek to explain why certain juveniles are more or less delinquent than other juveniles. Other delinquency theories are macro theories, meaning they focus on group characteristics and seek to explain why certain groups are more or less delinquent than other groups. Compare and contrast any one (1) micro theory we have covered with any one (1) macro theory we have covered. In your answer, be sure to address the following areas: assumptions about what guides or influences behavior; the key concepts and propositions of the theories; general research findings concerning the theories; policy implications; and anything else you feel is important.

3. Integrate labeling theory with one of the other theories we covered since the last exam, with the goal of producing a broader theory of delinquency. In doing so, you may present a model that summarizes the integrated theory, but be sure to discuss it in words (i.e., sentences and paragraphs) and explain why you selected the other theory to combine with labeling theory. Additionally, discuss the policy implications of the integrated theory (i.e., what we should do to prevent and reduce delinquency).

For all exams (there are 3), students will be given some idea of what to expect concerning the essay questions, during a review session held in the class prior to the exam being given.

Exams are worth 100 points. Individual questions will be worth 20 to 40 points, depending on the nature of the question. Students will be informed of the grading procedures both prior to and at the time of the exam. In general, points will be assigned based on how fully the student addresses and answers the questions. Answer construction (i.e., paragraphs and complete sentences; proper spelling, grammar, and punctuation; etc.) will count to a certain extent, although students will not be expected to produce fully edited prose.

**CR451: ETIOLOGY OF DELINQUENT BEHAVIOR (WRITING INTENSIVE)
ASSIGNED QUESTIONS**

First Assignment: Questions 2 and 3, page 20, pertaining to pages 7-12 in the textbook:

2. What was the role of women in the "child saving" movement? How did they contribute to the creation of the juvenile court?
3. According to Platt, in what ways was the child saving movement "antilegal" in nature?

This assignment, like all assignments pertaining to the required readings, will be graded on a scale of 0-5 points:

- 4 or 5 points: Very good to excellent answer; Fully addresses the question(s); Shows understanding of the reading.
- 2 or 3 points: Below average to average answer; Addresses the question(s), but incomplete in some way; Indicates more thought is needed concerning the reading and subsequent written response.
- 0 or 1 point: Inadequate answer; Does not address the question(s).

*** Answers should be in the form of paragraphs and complete sentences, and they should be typed or neatly written in ink. Spelling, grammar, and punctuation should be checked, although points will not be deducted for an occasional error. A complete answer will generally be in the range of 2 to 3 paragraphs, but in no case should more than 2 pages be needed.**

**CR 451: ETIOLOGY OF DELINQUENT BEHAVIOR (WRITING INTENSIVE)
GUIDELINES FOR THE RESEARCH PAPER**

1. This paper will focus on an empirical test of a theory of delinquency which you have selected. **Although there is no maximum page limit set, a minimum of 7 pages (typed, double-spaced, one-inch margins, 12 point font) will be necessary in order to adequately cover the areas discussed below in item # 2.**

2. **Organization of the paper should be as follows:**

A. Introduction - Provide an introduction to your theory and briefly mention the study that you will be reviewing. As with any introduction, the purpose is to tell the reader what to expect in the paper.

B. Part I - Discuss the theory itself which is being tested in the study that you have selected. In this section, the major concepts and propositions of the theory should be presented. Also, prior research support and/or nonsupport for the theory should be summarized, as well as any influence the theory has had on public policy and programs. **Three or more outside sources (i.e., books and/or journal articles--other than the study that you are reviewing) should be utilized in completing this part of your paper.** The textbook for this class is a good place to start in order to locate the necessary materials.

C. Part II - Review and critique an original study that relates to your theory. **The study must be published in a professional journal (e.g., Journal of Research in Crime and Delinquency, Crime and Delinquency, Justice Quarterly, Criminology, etc.) and cannot simply be a review article pertaining to your theory.** In other words, the study must provide an original test of how well your theory explains juvenile delinquency. I will be happy to OK your article (consider this a requirement), and I will even be willing to provide you with suggestions, if you have trouble coming up with a study on your own. A good place to start is the bibliography of any textbook related to criminological or delinquency theory. I have also attached some useful library information. Your review and critique of the study should focus on the following areas:

- What was the central purpose of the study?
- Where was the study done (i.e., was it a national, state, or local study)?
- Who were the subjects (i.e., describe who or what was studied)?
- How was juvenile delinquency measured?
- What were the key hypotheses or research questions in the study?
- What were the key findings of the study?
- What did the researchers recommend based on their findings?
- Anything else you find important or interesting.

D. Conclusions - Provide a wrap-up and brief review of your paper. State how well you believe your theory explains juvenile delinquency, and why you feel this way.

3. **You are required to use an appropriate reference style to cite any statements or information taken from other written sources (e.g., textbooks, other books, journal articles, etc.).** You may use the style of your choice, such as APA, ASA, MLA, Turabian, etc., as long as all borrowed quotations, statements, and conclusions are properly cited and a reference page is attached. If you are not familiar with any of these styles, I have attached the guidelines used for publishing articles in Justice Quarterly (a professional journal), and you can use these guidelines for your own paper.

4. This paper will be worth up to a total of 100 points. The first 30 points will be based on an initial draft, which will be read by the instructor and returned to the student for revision. The second 70 points will be based on the final version of the paper. **Grades for both the initial draft and final version of the paper will depend on how well items 1-3 listed above are addressed.** In general, points will be assigned in the following manner:

27-30 points (initial draft); 63-70 points (final version):

Well-written and well-organized paper; Fully addresses items 1-3; Is free of spelling, grammar, and punctuation errors; Sources are properly cited and referenced; Final version addresses comments made by the instructor on the initial draft.

24-26 points (initial draft); 56-62 points (final version):

Above average paper, but lacking in one or two of the areas discussed directly above (i.e., those things needed in order to receive 90 or more total points).

21-23 points (initial draft); 49-55 points (final version):

Adequate paper, but lacking in more than two of the areas discussed directly above (i.e., those things needed in order to receive 90 or more total points).

18-20 points (initial draft); 42-48 points (final version):

Below average paper; Some serious deficiencies in more than two of the areas discussed directly above (i.e., those things needed in order to receive 90 or more total points).

Below 18 points (initial draft); Below 42 points (final version):

Inadequate paper; Failure to address the areas discussed directly above (i.e., those things needed in order to receive 90 or more total points).

In addition, prior to turning in the final version of your paper, another student in the class must read your paper and comment on any perceived deficiencies. After these deficiencies are addressed, the "student editor" must sign-off on the title page of the paper. The final version is then ready to be turned in for a grade.

5. I am willing to assist you in any way possible. If you have any questions, please get in touch with me in person, by phone, or by e-mail. However, do not wait until the last minute to get started with this assignment; doing so will most likely result in a poor grade.