

AUG 06 1996

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 174  
Action approved  
10-3-96

COVER SHEET: Request for Approval to Use W-Designation

## TYPE I. PROFESSOR COMMITMENT

- Professor Jamie S. Kerr Phone 357-2720
- Writing Workshop? (If not at IUP, where? when?) May 96 IUP
- 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) Jamie S. Kerr

Department Chairperson Marilyn E. Mc Nabt

College Dean [Signature] 8/7/96

Director of Liberal Studies Darlene Richardson 10-3-96

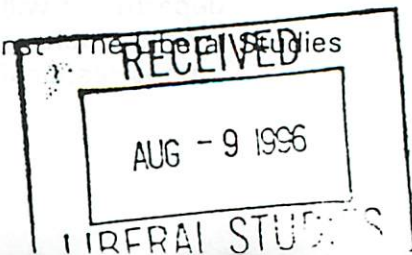
*add W to signature*  
*OK*

## 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"?



## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

### The Liberal Studies Committee's Most Frequently Asked Questions, Based on the Senate Criteria for Writing-Intensive Courses

#### For All Writing-Intensive Courses:

- XX Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- XX Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- XX Does one of your course objectives explicitly mention the improvement of writing?
- XX Will you distribute written instructions, including criteria for evaluation, for major assignments?
- XX Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- XX Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- XX Are there at least two, and preferably more, different writing assignments?
- XX Will students revise at least one assignment after receiving your review comments?
- XX Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- XX Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

#### For Type I (Professor Commitment) Writing-Intensive Courses:

- XX Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

#### For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Summary of Writing Assignments for CR 401

| Assignment                            | Pages         | # of Assignments | Graded (yes/no) | Revisions (yes/no) | % of Final Grade |
|---------------------------------------|---------------|------------------|-----------------|--------------------|------------------|
| Learning Log/<br>Reading Journal      | 50-100        | 1 (daily)        | Yes             | No                 | 40%              |
| Final Summary of Log                  | 2             | 1                | Yes             | No                 | 10%              |
| Position Essays                       | 2             | 4                | Yes             | No                 | 15%              |
| Term Paper                            | 7-8           | 1                | Yes             | Yes                | 20%              |
| Short In-Class<br>Writing Assignments | approx.<br>10 | approx.<br>10    | Yes             | No                 | 5%               |
|                                       |               |                  |                 |                    |                  |
|                                       |               |                  |                 |                    |                  |
|                                       |               |                  |                 |                    |                  |
|                                       |               |                  |                 |                    |                  |
|                                       |               |                  |                 |                    |                  |

## WRITING SUMMARY - CR 401 "Contemporary Issues in Criminology"

CR 401 "Contemporary Issues in Criminology" is proposed for identification as a "W" course. The course is a departmental requirement for all Criminology majors and minors. Most students in the class are seniors and juniors; a few may be sophomores.

There are 5 types of writing which will occur in the class:

### 1. WRITING TO STIMULATE THOUGHT

Prior to listening to a lecture or participating in a whole class or small group discussion, students will be asked to contemplate and respond to a question or series of questions, related to the topic. These "free writes" will allow the students to prepare for the ensuing discussion by focusing their thoughts and positions on controversial issues. These writings will be collected and read, they will not be "graded" but will be worth 1.5 points per "free write".

### 2. WRITING TO ENHANCE READING

Students will be required to read two books and a number of outside readings for the class; each will provide the basis for discussion in the class. In order to prepare for class discussions, as well as examine their position on various issues, students will be required to maintain a daily journal. Instructions for the journal are attached and this component will equal 40% of the final grade.

### 3. WRITING TO THINK ANALYTICALLY ABOUT A TOPIC

During the first 6 weeks of the semester, students will be required to compose and submit four short (2pp.) position essays on current and controversial topics in the field of Criminology. These essays will be graded with emphasis placed on organization, strength of argument, and evidence of thought. The essays will account for 15% of the final grade. Upon completion of the essays, students will select one to develop more fully into a final 7-8 pp. term paper. Part of this assignment will include the submission of a rough draft which will receive an initial evaluation. Students will then have the opportunity to revise and resubmit their final copy. This paper will be worth 20% of the final grade.

#### 4. WRITING TO EVALUATE LEARNING

At the end of the semester, students will be required to compose and submit a final summary of their learning journal. The purpose of the final summary of the journal is to have the students provide an overview of their experience in the course through the learning medium of the journal. The final summary of the journal is worth 10% of the final grade in the course. It is intended to be a short informal summary of some aspect of the journal. Grading criterion are attached.

#### 5. NOTE-TAKING

Though much of the class will revolve around discussions of current topics as outlined in the readings, it will be necessary to provide students with information that is presented through lectures. The students will be required to keep any notes in their learning journal, so that they may have the opportunity to integrate these into their journal entries. The notebooks will not be collected or graded.

CR 401  
Kerr

Contemporary Issues in Criminology (CR 401)

M-W-F 11:45 - 12:45 (Section 002)  
/W/ M-W-F 1:00 - 2:00 (Section 006)  
/W/ Monday 6:00 - 9:00 (Section 005)

Instructor: Jamie S. Kerr  
Office: Sutton 423  
Office Hours: (M-W) 10:00-11:30; (M) 5:15-5:45; (Th) 8:00-9:30  
Or by appointment  
Phone:

Hello, welcome to Contemporary Issues! I'm looking forward to an interesting semester as we examine and discuss issues facing the field of Criminology. We will focus on various issues throughout the semester which many of you will face as criminal justice professionals. As we examine these issues, we will strive to dispel the myths surrounding them. In order for this to be a successful semester for all of us, expect to offer your opinions on these topics as we all learn from one another.

Catalog Course Description:

Examination of the nature and extent of crime in modern society. Emphasis will be placed on issues selected from, but not limited to, emerging patterns of violence, organized crime, white collar crime, victimless crime, corruption, and those crime control strategies deemed appropriate in a democracy.

Course Objectives:

- To examine and discuss issues of current significance in the field of Criminology, specifically, violence and punishment.
- < - To provide a forum for students to express their opinions and ideas with regard to current issues.
- To encourage students to critically examine their positions on various issues through writing exercises.
- To encourage students to explore controversial issues through current research.

Required Texts:

- Kappeler, V., Blumberg, M. and Potter, G. (1996). The Mythology of Crime and Criminal Justice (2nd ed.). Prospect Heights, IL: Waveland Press, Inc.
- Reiman, J. (1995). The rich get richer and the poor get prison: Ideology, class, and criminal justice (4th ed.). Boston, MA: Allyn and Bacon.

Course Requirements:

1. Learning Log/Reading Journal (40%)
2. Final Summary of the Log/Journal (10%)
3. Position Essays (15%)
4. Final Term Paper (20%)
5. Free Writes (5%)
6. Class Participation (10%)

Deadlines for each requirement are listed with the description of the requirement. I will not accept work after the period that it is due.

\* LEARNING LOG/READING JOURNAL

The purpose of the learning log/reading journal is to provide you with an opportunity to explore the required readings and class discussions, as well as integrate your learning in writing. You will be sharing the contents of your journal with other students and with me.

This assignment will count for 40% of your final grade. The grade for this project will be based entirely upon the total number of pages that you write.

Please purchase a three ring binder that holds 8 1/2" by 11" paper. You will also need to purchase a supply of paper for the binder. You will need two dividers in your journal so that you have three sections. The first section will be for class notes. The second section will store your journal entries. The third section will hold your free-writes and position essays. I may collect some of the writings from you during class to read, but these will be returned to you and should be kept in the binder. In the upper right hand corner of each entry, put the page number, the date, the time of day, and, if applicable, the name of the article, chapter, or book you are writing about. Pages should be numbered consecutively in your journal, do not number the pages of each individual entry.

If you wish to use a word processor instead of writing long hand, please print out your entries in double space pages, punch three

holes in the pages, and maintain these in your journal. A conversion formula for page requirements will be supplied to any of you who wish to word process.

I will monitor your progress with the journal during the semester and may collect them periodically. At a final conference with you at the end of the semester, I will ask you to show me the journal and we will count the pages together. Our final conference will revolve around issues from your journal.

The final deadline for your journal will be the last meeting day of class, not the final examination day. Your grade will be based on the number of pages that you have completed by that date. Journals that do not conform to the guidelines listed above will receive no credit. Pages must be completely filled to be counted. You do not need to begin a new entry on a new page.

#### Learning Log/Reading Journal Entries

You are required to spend 15 minutes, at least, writing in your journal daily. Your entries should be in response to the assigned readings, class discussions, or news events that are related to the topics of the class. Also, you should bring your journal to class with you, as I will be asking you to write in them during class time. Please keep any notes that you take during class in your journal as well.

#### Grading of the Journal

The following guidelines will be used to evaluate your journals:

- A 100-90 pages
- B 89-75 pages
- C 74-60 pages
- D 59-50 pages
- F Fewer than 50 pages

#### \* FINAL SUMMARY OF THE LOG/JOURNAL

The purpose of the final summary of the journal is to have you provide me with an overview of your experience in the course through the learning medium of the journal. It is also an opportunity for you to think about what we will discuss in your end of term conference with me as it will be the focus of that meeting.

The final summary of the journal is worth 10% of your final grade in the course. It is intended to be a short (2 pp.) informal summary of some aspect of your journal. There are only two requirements for this assignment: 1) it must demonstrate that you made an effort to consider your learning experience; 2) it must



make direct reference to specific entries and readings by name.

You may use a variety of approaches with this assignment. For example, you may decide to talk about the experience of keeping a journal, or you may decide to focus on the topics that were central to your learning in the course. Perhaps some of you will use this assignment to examine how the journal or course caused your thinking to change.

I do not believe that one approach is superior to another in this assignment. What I am looking for is a piece that will outline your experience in the course in an interesting and individual manner. The following scoring scale will help you understand how I will evaluate the journal summary assignment.

#### Response Form for the Journal Summary Assignment

- A - This paper is a unique or special response to the task posed by the assignment. In addition, it has a central focus, seems to have involved consideration and effort on the part of the writer, and involves his or her reading and entries in an effective manner. (27-30 pts).
- B - This paper has a central focus, seems to have involved some consideration and effort, and involves his or her reading and entries in a thorough manner. (24-26 pts).
- C - This paper seems to have involved some consideration and effort by the writer and involves his or her reading and entries in the course. It lacks, however, a single focus. (21-23 pts).
- D - This paper makes reference to the writer's reading and entries. However, it lacks a single focus and shows no evidence that the writer spent any time or effort considering his or her learning experience. (18-20 pts).
- F/R- This paper is not sufficiently coherent for me to follow the points the writer is attempting to make. Without revisions it will receive a failing grade for the assignment. (0-17 pts).

#### \* POSITION ESSAYS

During the course of the semester, you will be asked to compose and submit four short essays (2 pp.) in which you describe your position on specific issues. Some of these issues may include:

- (1) white collar crime
- (2) capital punishment
- (3) the war on drugs
- (4) incarceration

These essays must be typed and will account for 15% of your final grade. The grading for these essays will be similar to the grading of the final journal summary. The elements that will be most important include, organization, evidence of thought on the writer's part, and a sound argument. Deadlines for the essays are as follows:

- Essay #1 - Due September 9th
- Essay #2 - Due September 18th
- Essay #3 - Due September 27th
- Essay #4 - Due October 7th

Once you have completed these four essays, you will choose one of them to more fully develop into a final term paper.

#### Grading of Essays

- A - This paper is well done in all aspects of the assignment. It is well-organized, coherent, and has a strong argument. In addition, it shows thought on the part of the writer. (11-12 pts.)
- B - This paper is organized and has a strong argument. The writer has put an adequate amount of thought into this paper. (9-10 pts.)
- C - This paper lacks a coherent and strong argument. It is, however, organized and shows some thought by the writer. (8 pts.)
- D - This paper lacks a strong argument and is poorly organized. (7 pts.)
- F - This paper is not sufficiently coherent for me to follow the points that you are attempting to make. (0-6 pts.)

#### \* FINAL TERM PAPER

As mentioned above, each student will expand one of his or her short essays into a 7-8 page position paper. The paper must have a minimum of 5 sources and must be typed.

Part of this assignment will include the submission of a rough draft of the final paper. The rough draft will be due November 1st. This will allow for revisions to be made to your final draft.

The final draft of the paper will be due approximately two to three weeks prior to the end of the semester. The paper will be worth 20% of your final grade. Grading criteria will be outlined in October.

**\* FREE WRITES**

During the course of the semester, the class will participate in "free writes". A "free write" will be used to encourage you to collect and organize your thoughts on topics we will discuss in class. These will not be graded but will be collected. Each time a "free write" is collected from you, it will be recorded and returned for you to keep in your journal. These assignments will not occur on any pre-scheduled calendar; they will be spontaneous. As such, they cannot be made up.

Each "free write" collected will be worth 1.5 points. You will only receive points for the free-writes you turn in to me.

**\* CLASS PARTICIPATION**

Your participation in class will involve the following. Students are expected to be prepared for each class by reading required assignments and participating in whole class or small group discussions. Second, you will be expected to read the journal entries of other members of the class during class time and respond to their entries in writing.

Finally, you will be expected to meet with me at least twice during the course of the semester to discuss your progress in the course as well as the development of your term paper.

**Class Participation Grade**

Every class day that we meet will provide each of you with opportunities to participate in discussions, "free-writes", journal exchanges, and so on. You must be in class to receive credit for participation. At the end of the semester, I will total all of your opportunities to participate in class, and divide the total into the number of times you did participate. I will then use the following scale to assign grades:

- A - 100%-95%
- B - 94%-85%
- C - 84%-75%
- D - 74%-60%
- F - Less than 60%

\*\* Please note that excused absences will not be included in the denominator

GRADE CALCULATION SHEET

I have included the following grade calculation sheet to help you estimate your grade any time you wish to check your progress. I will be using this method to calculate your final grade at the end of the course.

|                      |                         |         |       |
|----------------------|-------------------------|---------|-------|
| Journal Grade:       | Total pp. _____         | x 1.2 = | _____ |
| Final Summary:       | Point total             |         | _____ |
| Position Essays:     | Point totals            |         | _____ |
| Final Term Paper:    | Point total             |         | _____ |
| Free Writes:         | Total # _____           | x 1.5 = | _____ |
| Class Participation: | Percentage score ._____ | x 30 =  | _____ |

The number of total possible points is 300. Grades will be computed using a straight ten point scale. The following is meant to be used as an example of fictitious students' grade calculation:

|                      |                      |         |       |
|----------------------|----------------------|---------|-------|
| Journal Grade:       | Total pp. 90         | x 1.2 = | 108   |
| Final Summary:       | Point total          |         | 25    |
| Position Essays:     | Point totals         |         | 39    |
| Final Term Paper:    | Point total          |         | 55    |
| Free Writes:         | Total # 7            | x 1.5 = | 10.5  |
| Class Participation: | Percentage score .84 | x 30 =  | 25.5  |
|                      | TOTAL POINTS         |         | 263.0 |

This student would receive a final grade of a "B" for the course. If you have any questions regarding the calculation of your grade during the course of the semester, please see me during office hours.

TENTATIVE COURSE OUTLINE

The following outline is presented to give all of you an overview of the course as well as a timetable of the readings. Modifications to this tentative outline will be based on class need and will be announced in class.

- Topic #1: Introduction of Course and Requirements
- Topic #2: Crime Myths  
Readings: Kappeler et al - Chapter 1  
Reiman - Introduction pp. 1-11
- Topic #3: Fear of Crime and Crime Rates  
Readings: Kappeler et al - Chapter 2  
Reiman - Chapter 1
- Topic #4: White Collar Crime  
Readings: Kappeler et al - Chapter 7  
Reiman - Chapter 2
- Topic #5: "The War on Drugs"  
Reading: Kappeler et al - Chapter 8  
Readings on reserve at the library
- Topic #6: Arrest rates and trials  
Readings: Kappeler et al - Chapter 11  
Reiman - Chapter 3
- Topic #7: Corrections  
Readings: Kappeler et al - Chapters 12 and 13  
Reiman - Chapter 3
- Topic #8: The Death Penalty  
Readings: Kappeler et al - Chapter 14  
Readings on reserve at the library
- Topic #9: "Who is winning the losing war against crime?"  
Reading: Reiman - Chapter 4
- Topic #10: Solutions?  
Readings: Kappeler et al - Chapter 15  
Reiman - Chapter 5 (Conclusion)

Liberal Studies Office  
352 Sutton Hall

DRCHRDSN  
X 5715

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October 4, 1996

To: Jamie S. Kerr, Criminology Department

From: Darlene Richardson, Director

Subject: Type I Writing Approval

At its October 3, 1996, meeting, the Liberal Studies Committee approved your application to be a Type I Writing Professor. Type I approval means that you may teach any course you wish as writing-intensive provided that the course is taught following the criteria for writing-intensive. We based our approval in part on the syllabus for CR 401 Contemporary Issues in Criminology. If you decide to teach another course as writing-intensive, we would appreciate a copy of that syllabus.

Thank you for submitting such a strong proposal and for helping improve our students' writing skills.

Copies: Mark McNabb, chair, Criminology  
Brenda Carter, dean, College of Humanities and Social Sciences