CJUS 3600 Criminology – Fall 2025

Instructor Information

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Office: Chilton 273K
Office Hours: Virtual via Zoom by appointment

Class Meeting: This is an online class. Course expectations and classroom policies are outlined in the syllabus below. While students are expected to complete written assignments, participate in online discussions, and complete online quizzes, there are no formal, on-campus meetings for this course.

TA Information

Name: Bethany Dunn
**Email**: Bethany.Dunn@unt.edu

Emailing your Instructor and TA: When sending an email, please put the course number (CJUS 5620) in the subject line of the email. ***Only emails sent from your UNT email account (*username@my.unt.edu*) will receive a response. Do not expect a response to messages sent through Canvas messenger.*** Please allow 48 hours of turnaround time (weekdays) for your email inquiry.

Required Materials

The assigned text listed below is required for all students enrolled in this course. Please refer to the Course Calendar in the syllabus for reading assignment dates.

The following text is required for all students enrolled in this course:

Siegel, L. J. (2018). *Criminology: The core* (7th ed.). Cengage. ISBN-13: 978-1337557719
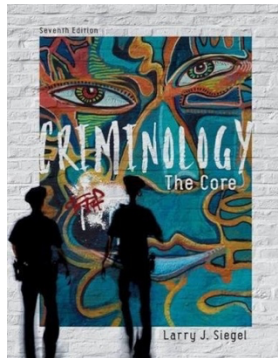
Course Description, Structure, and Objectives

Course Description: Crime is a complex problem. There are so many seemingly distinct types of crime, and crimes occur for different reasons and under different circumstances. In fact, the complexity of crime is increasing. For example, the globalization of communications (e.g., the internet) and conflict (e.g., terrorism) substantially impacted the nature of crime. Despite this complexity, it is imperative that we gain as great an understanding of crime as possible through criminology. Criminology can be defined as the study of the nature of crime, its causes, and the systemic practices that (re)produce patterns of harm. At its core, criminology attempts to understand what crime is and why it occurs. We will study the major theoretical traditions that have emerged over the past several centuries to offer insight into the crime problem. We will also evaluate each theory using extant research and identify policy implications.

Learning Objectives: Upon successful completion of the course, the student will be able to:

1. Evaluate the nature, extent, and measurement of crime.
2. Describe the study of victimology and theories of crime victimization.
3. Explain that several different theories offer us a wide variety of perspectives for why people offend.
4. Describe and compare criminological theories.
5. Determine theories' policy implications and explain why some are more realistic than others.

Course Organization: Students will spend most of their time on the Modules page in the course. The "Start Here" module will be available throughout the course and contains the course syllabus. Each week, new materials will unlock in line with that noted in the syllabus. Each module will contain objectives, an introduction and to do list for the week, weekly notes, weekly reading list, assignments that are due, and next steps. You will be able to complete all activities for each week within the Module. Updates to the course and important information will be shared on the Announcements page. Finally, students can view their Grades in the course using the Grades tab in Canvas.

First steps: Upon entrance into the online classroom, students should spend some time navigating course materials and links to ensure they are able to locate all required materials. The student should review the syllabus and course materials early in the semester and keep a copy of the syllabus for easy reference throughout the course.

Access and Login Information: This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: https://unt.instructure.com/login/ldap. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Technical Requirements/Assistance: The following information has been provided to assist you in preparation for the technological aspect of the course.

UNT Technical Support
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Canvas Student Guides
Canvas Video Guides for Students
Basic Technical Requirements for Canvas

How to Succeed in this Course

-What Makes a Successful Online Student?
-Self Evaluation for Potential Online Students

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and personal success. To explore campus resources designed to support you, check out mental health services (https://clear.unt.edu/student-support-services-policies), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

Survivor Advocacy: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the U.S. Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Mandatory Reporting: All faculty and staff are now mandatory reporters. This means that if we learn about something that might be sex discrimination (e.g., sexual harassment, sexual assault, intimate partner violence, stalking, pregnancy discrimination, LGBTQ discrimination), then we must report what we know to the Title IX Office. Usually, reports will only leave a record of concern, but sometimes, a report can be escalated into an investigation without a victim's consent. Mandatory reporters are expected to share information learned in all settings, including during class activities, assignments, office hours, and outside of class. *Please be thoughtful about what you disclose to me.*

I recognize that you may need to seek help from me, even if you do not want to report. If you need assistance in class or help navigating available resources, you can always ask me. You do not need to tell me why you are asking for help for a friend, another student, or yourself. I will respect your privacy and I will help you.

Online Class Community Expectations: I strive to provide an inclusive, safe, and fun learning environment, whether the setting is online or face-to-face. I expect my students to treat each other, including guest speakers and myself, with respect. While this is an online class, we will engage in online discussions in which individuals may have strong opinions regarding course-related topics. Our online classroom is a collaborative environment where every student should feel comfortable expressing ideas and opinions and engaging in thoughtful discussions. Students will respect the views and opinions of others at all times; name-calling and personal attacks are not permitted. Students engaging in disruptive or disrespectful behavior in the classroom will be given one warning through an email from the instructor. A second violation will result in the student being locked out of future discussions, eliminating their ability to participate in future discussions or earn additional discussion points for the course. No hate speech or discrimination will be tolerated at any point in class (e.g., during discussions or in assignments).

NETiquette*:* When sending an email, please put the COURSE NUMBER (CJUS 4650) in the email's subject line. ***Only emails from your UNT email account (username@my.unt.edu) will receive a response.*** Please allow 48 hours of turnaround time (weekdays) for email inquiries when contacting the instructor or the TA. Also, to ensure that you receive timely course-related correspondence, ensure your official UNT email address is forwarded to your preferred email address. **The instructor and TA will not respond to Canvas messages – please contact us through our UNT emails.**

Attendance Policy: As this is an online course, there are fixed deadlines on assignments that students must meet to receive up to full credit for completed assignments. Students are expected to log in to the course daily to review course assignments, due dates, and check announcements, etc. All

assignments must be submitted by the due date listed in the course outline in the syllabus. Students who have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

Grading and Late Work: *There are no make-up/assignments in this class with the exception of authorized absences according to the University policies prescribing authorized absences in certain situations*. Those in athletics, those who are absent for religious holidays, and /or those involved in other school supported activities that require being absent from class will be allowed to make up assignments if proper procedures are followed in requesting an excused absence. I must have written documentation in advance that you will be away from class for the absence to be excused (e.g., traveling for a basketball game, observing a religious holiday). If you are ill in such a way that you could not complete any required assignment or exam, you must contact me via email within 3 calendar days.

Grade-related questions or concerns must be addressed within 1 week of the grade being posted to Canvas. Exam grades are posted immediately with correct responses available after the exam close date. Students should email the instructor with exam questions after they have reviewed the correct responses within one week of the grade being posted. Questions related to the exam will not be answered while the exam is still available. Do not wait until the end of the semester or halfway through the semester to ask questions about previous assignments. Students are expected to stay on top of their grades as well as their course standings and ask questions promptly.

Final grades are determined based on the point total listed in the syllabus. *There is no rounding*. Students should do their best on each assignment and submit all completed assignments on time to maximize their performance and earn points for the final course grade.

<u>Our Learning Community:</u> I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together. I encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding [Code of Student Conduct](https://policy.unt.edu/policy/07-012) (https://policy.unt.edu/policy/07-012).

Method of Evaluation

As this is an online class, students must be prepared to take responsibility for their own learning. Students should be prepared to complete assignments and discussions with little direction beyond that provided in the syllabus and individual assignment instructions.

Quizzes: Students will complete a total of 6 (*N* = 6) chapter quizzes throughout the semester, with the highest scores counting toward their grade for a total of 250 points. *Your lowest quiz score will be dropped.* Each quiz is worth 50 points each (50 x 5 = 250). Quizzes can be accessed through the "Quiz" tab in each week's module in Canvas. Weekly quizzes will be available for 40 minutes upon opening the quiz and must be completed in **one** attempt – so make sure you have a reliable internet connection and are ready to complete the entire quiz when you open it (Technical issues will only be considered in extreme circumstances, once per semester and can only be evaluated by the instructor.

Quizzes will become available Monday mornings and are due Sunday nights by 11:59pm CT on the due dates outlined in the course outline. **Quizzes are individual assignments and should be completed individually, in private, and not with any other student**. Quizzes may consist of multiple choice, true/false, matching, short answer questions, and/or essays. *While course materials may be referenced during the quizzes, students should treat these quizzes as they would an in-class exam and prepare accordingly.* Correct responses to quiz questions will be available after the quiz availability period has ended. As such, questions regarding your quiz score should only be sent to the instructor after the correct responses have been posted and you have had a chance to review them.

Discussion Posts: Online Canvas discussions form the written component of the course and will emulate that of the traditional or face-to-face classroom environment. Each discussion post is worth 40 points, for a total of 200 points toward your final grade (5 x 40 = 200). For each discussion, students will respond to the discussion prompt and make one substantive post to a classmates' post to receive full credit for the week. Discussion question responses should be at least 250 words of original content (References do not count toward the word count requirement). Participation posts must reflect critical thought and reflect substantive contribution to the class discussion (a minimum of 100 words). A simple statement of agreement or disagreement with the initial posting is insufficient. Furnish a thoughtful response and support it. These posts account for a substantive portion of the overall course grade and will not be treated as completion grades. Students should take their time in responding and crafting a carefully thought-out response. Students will be graded on grammar, so proofread submissions before posting. Responses should be typed in a Word document before cutting and pasting them into the text submission box to ensure you have a backup copy in the event of a technical issue. Students are strongly encouraged to complete their work as early as possible during the discussion week to avoid these types of issues.

Discussions will close promptly at 11:59 pm CT on the due date listed in the course outline at the end of the syllabus. Discussion/participation posts cannot be submitted after the discussion forum closes on the designated due date and time. Students must submit their initial discussion post before viewing the responses or replies of other students. This standard method is to ensure all students are practicing academic honesty and not drawing their discussion response information from the work of other students. For this reason, only the first discussion response submitted by students is graded; students cannot delete a submission from our view.

All discussion and participation posts must be completed by the due date and time. *No late discussion posts or participation posts will be accepted for any reason.* If you have technical difficulties in submitting your post, you must email the professor a copy of your post before the discussion due date for your circumstances to be

evaluated. The professor retains discretion to accept or evaluate any submission not turned in through the Discussion forum in Canvas by the due date and time.

Last-minute technical issues will not warrant a reset after the assignment (quizzes or discussions) due date. For example, if a student chooses to wait until the weekend or evening, the quiz or discussion is due, and there is a technical issue (such as my internet stopped working, Canvas kicked me out, etc.), the submission will retain the score at the time the assignment is due – which may be a 0.

Theoretical Infographic: Instead of a final presentation, students will construct an infographic on a criminological theory of their choice. Infographics are easy-to-read flyers that present critical information in a short manner. This assignment will be completed individually and submitted via Canvas toward the end of the semester. The purpose of the infographic is to allow students to creatively describe and depict a criminological theory of their choice by applying the theory to a movie, tv show, or legal case. The infographic must include the selected theory's historical development, the theorist's argument, its application (e.g., applying a theory to a movie or tv show), and potential policy implications. As an infographic, students will have access to this assignment, and it will serve as a reference tool for future criminal justice courses. Additional and specific information related to the assignment will be posted on Canvas. This project will be worth 150 points of the final grade.

Grade Breakdown: Students will earn points through three evaluation methods, totaling **600 points**. The course is based on a point scale, not percentages, and will not be rounded or adjusted in any way. The possible points can be earned in the following manner:

Assessment	Points	Quantity	Total Points
Quizzes	50	5	250
Discussion Posts	40	5	200
Theoretical Infographic	150	1	150
Total			**600**

Grade Conversion: To calculate final grades, add the number of points acquired throughout the course and divide by the total points possible. *I do not curve nor negotiate student grades at the end of the semester.* It is recommended that students monitor their own progress using Canvas.

At the end of the semester, a student's total number of earned points will be converted to the appropriate letter:

A = 540-600 points
B = 480-539 points
C = 420-479 points
D = 360-419 points
F = 359 and below

Grade-related questions or concerns must be addressed within one week of the grade being posted to Canvas. Do not contact the instructor at the end of the semester with a concern over the first discussion – instead, contact the instructor immediately upon grades being posted to discuss these concerns.

*If an extra credit opportunity presents itself, it will be posted as an announcement and assignment and available to the entire class. **There are no individual opportunities for extra credit in the course.** Focus your efforts on submitting all assignments on time to earn the most points possible.

Classroom Policies: Students are expected to log in to Canvas daily to check Announcements or changes to the course. Missing deadlines as a result of not frequently checking Canvas will not be an excuse for late work submission. No late submissions are accepted for any reason. Assignments are generally available for at least a week, as such, there are no extensions for last minute technical difficulties or unexpected events. If you are unable to access Canvas to submit an assignment, you must email the assignment for submission by the due date and time in the syllabus for it be considered for credit. As this is an online class, students are expected to use their time wisely and complete assignments within the availability period. Time management is an important skill both in terms of academic performance as well as in a professional environment. If a student will be out of town on vacation, work related travel, etc., the student should plan accordingly to complete any assignments prior to being out of town. Requesting exceptions to this policy is unfair to other students who complete assignments within the required time period.

Follow individual assignment instructors for formatting and submission expectations. ***Do not wait to submit any assignment last minute.*** Students should be careful to submit assignments as attachments, unless specifically instructed, as this increases the likelihood an assignment will not be visible to the instructor.

Generative AI Use: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [insert tool(s) here, e.g., Claude, ChatGPT, and Gemini] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

*Do not plagiarize (from the internet or other source). Do not simply quote sections from other researchers as your answer. The reaction essays, activities, final paper and discussion responses must be written in your own words. If you are going to cite someone, write the sentence in your words, cite them in APA 7th Edition format, and provide a Reference list.

Additional Course Policies

Academic Integrity: Standards of academic integrity are expected with regard to any course related work or submission. Academic violation of UNT policy consists of the following:

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:
   i. Use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
   ii. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
   iii. Acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
   iv. Dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
   v. Any other act designed to give a student an unfair advantage on an academic assignment.
B. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:
   i. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation;
   ii. The knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.
D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.
E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.
F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

Any violation of academic integrity will be handled on a case-by-case basis. At a minimum, the student will receive a zero on the assignment in question, but more serious academic violations may be subject to the assignment of a failing grade for the course. Please do not hesitate to the contact the instructor with questions related to citations or other

ADA Statement and Disabled Student Policy: The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

Attendance: As this is an online course, there are fixed deadlines on assignments that students must meet in order to receive up to full credit for completed assignments. Students are expected to log in to the course daily to review course assignments, due dates, and check announcements, etc. Students may complete their work early and, in doing so, have a large amount of flexibility in completing their assignments. However, while work can be completed early, all assignments must be submitted by the due date listed in the course calendar in the syllabus. Students that have fallen behind, are failing and/or choose to not complete the coursework for the semester are responsible for officially withdrawing themselves from the course; failure to do so will result in a performance grade of "F".

I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me or my TA. There may be some flexibility we can offer to support your academic success.

Syllabus Change*:* I reserve the right and have the discretion to change this syllabus. While every effort will be made to follow this syllabus as closely as possible, it is sometimes the case that it must be modified. In the case that it needs to be adjusted, I will announce such adjustments to the class. I will make every effort to ensure that any changes to the syllabus benefit the class as a whole. It is the student's responsibility to check announcements/notifications/emails so that any changes are documented. Failure to obtain syllabus changes because of failure to check and read announcements, notifications, and or emails does not constitute a basis for a missed applicable change.

Copyright Notice: Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

Notice for F-1 Students Taking Distance Education Courses: Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for F-1 Visa (DOC) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

Student Evaluation of Instruction (SPOT): *Student feedback is important and an essential part of participation in this course. The student evaluation of instruction (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester to provide you with an opportunity to evaluate how this course is taught. Student feedback is very important to UNT, please complete your SPOT (Student Perceptions of Teaching) survey during the open evaluation time.*

Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to the UNT Learning Management System (LMS) for contingency plans for covering course materials.

How Our Time Together Will Be Organized

Students are responsible for keeping up with the schedule, as well as any schedule changes throughout the progression of the course. This is a tentative schedule and the instructor reserves the right to modify any part of the schedule at any time throughout the semester. All assignments must be submitted by 11:59 PM CT on the date listed below. *Late submissions are not accepted.* Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, per UNT's Campus Closures Policy (https://policy.unt.edu/policy/15-006).

Date	Topic & Assignment	Readings
Week 1 Aug. 18 – Aug. 24	**Topic**: Course Overview and Introduction (Module 1) Introduction Post to Classmates and Instructor	Course Syllabus and Chapter 1
Week 2 Aug. 25 – Aug. 31	**Topic**: The Nature and Extent of Crime (Module 2) Discussion 1 due Sunday 8/31 11:59pm CT	Chapter 2
Week 3* Sept. 1 – Sept. 7	**Topic**: Victims and Victimization (Module 3) Quiz 1 (Chapters 1-3) due Sunday 9/7 11:59pm CT	Chapter 3
Week 4 Sept. 8 – Sept. 14	**Topic:** Rational Choice (Module 4)	Chapter 4
Week 5 Sept. 15 – Sept. 21	**Topic:** Trait Theory (Module 5) Quiz 2 (Chapter 4-5) due Sunday 9/21 11:59pm CT	Chapter 5
Week 6 Sept. 22 – Sept. 28	**Topic:** Social Structure Theory (Module 6) Discussion 2 due Sunday 9/28 11:59pm CT	Chapter 5
Week 7 Sept. 29 – Oct. 5	**Topic:** Social Process Theory (Module 7) Quiz 3 (Chapters 6-7) due Sunday 10/5 11:59pm CT	Chapter 6
Week 8 Oct. 6 – Oct. 12 *SWACJ Conference*	**Topic:** Social Conflict, Critical Criminology, and Restorative Justice (Module 8) Discussion 3 due Sunday 10/12 11:59pm CT	Chapter 7
Week 9 Oct. 13 – Oct. 19	**Topic:** Developmental Theories (Module 9) Quiz 4 (Chapters 8-9) due Sunday 10/19 11:59pm CT	Chapter 9
Week 10 Oct. 20 – Oct. 26	**Topic:** Violent Crime (Module 10)	Chapter 10
Week 11 Oct. 27 – Nov. 2	**Topic:** Political Crime and Terrorism (Module 11) Quiz 5 (Chapters 10-11) due Sunday 11/2 11:59pm CT	Chapter 11
Week 12 Nov. 3 – Nov. 9	**Topic:** Economic Crimes (Module 12) Theoretical Infographic due Sunday 11/9 11:59pm CT	Chapter 12

Week 13 Nov. 10 – Nov. 16 *ASC Conference*	**Topic:** Public Order Crimes (Module 13) <mark>Discussion 4 due Sunday 11/16 11:59pm CT</mark>	Chapter 13
Week 14 Nov. 17 – Nov. 23	**Topic:** Crimes of the New Millenium (Module 14) <mark>Discussion 5 due Sunday 11/23 11:59pm CT</mark>	Chapter 14
Week 15* Nov. 24 – Nov. 30 Thanksgiving Break – No Classes		
Week 16 Dec. 1 – Dec. 7	<mark>Quiz 6 (Chapters 12-14) due Sunday 12/7 11:59pm CT</mark>	

Note: In addition to the required textbook readings, journal articles, documentaries, podcasts, or other media sources may be used to enhance students' learning further and will be made available on Canvas. Scheduled conference dates are also noted which may delay communication between the instructor and student.

*Indicates a university holiday or break.

I intend to follow the course outline provided in this syllabus but reserve the right to make revisions as needed. Students will be notified in writing if the course agenda changes or if additional reading material is assigned. Any additional material will be posted in the class discussion forum on Canvas.

Discussion Post Rubric

Criteria	Unsatisfactory – Beginning	Developing	Accomplished	Exemplary	Total
Ideas, Arguments, & Analysis	**4 points**	**6 points**	**8 points**	**10 points**	/10
	Ideas expressed lack an understanding of the discussion topic. Comments are irrelevant, off-topic, and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples.	Ideas expressed in discussion posts show a minimal understanding of the discussion topic. Comments are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas with limited analysis, original thought, and/or supported viewpoints.	Ideas expressed in discussion posts are mostly substantive and relevant to the topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for the most part. Viewpoint is supported with evidence and/or examples.	Ideas expressed in discussion posts include original thought, substantial depth, and are relevant to the topic. Viewpoint shows strong logical thinking, reasoning, and analysis with evidence and examples. Construction of new meaning and insights are evident.	
Connection to Course Materials	**4 points**	**6 points**	**8 points**	**10 points**	/10
	No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, are not clearly stated and are largely personal opinions. Non-course material was included in the response, but APA 7 citations are missing.	Minimal direct connections are made to readings and/or other course materials (lectures, media, resources, etc.). Connections are largely inferred and somewhat unclear at times. Non-course material was included in the response, but APA 7 citations are missing.	Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part. Provided APA 7 citations if additional non-course material was included in the response.	Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated. Provided APA 7 citations if additional non-course material was included in the response.	

	4 points	6 points	8 points	10 points	
Contribution to Learning Community	Negligible contribution to the learning community. Rarely engages with students and generally ignores others' posts and/or has a negative effect through misrepresenting content in other posts, inappropriate comments made, and/or attempts to dominate the discussion.	Somewhat contributes to the learning community but the focus is generally on own posts. Occasionally interacts with others' postings but little attempt to involve other students in the discussion. Short statements such as "I agree with…".	Contributes to the learning community. Often attempts to direct group discussion to present relevant viewpoints and meaningful reflection by others. Interacts respectfully with students.	Effectively contributes to the learning community. Frequently initiates dialogue and motivates group discussion by providing feedback to students' postings, asking follow-up questions, and through thoughtful, reflective comments. Respectfully encourages a variety of viewpoints and invites contributions from others.	/10
Writing Quality	4 points	6 points	8 points	10 points	/10
	Posts show a below-average/poor writing style that lacks standard English, and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling. The word count falls significantly short of the requirements for the initial discussion post and the peer response contribution.	Posts show an average and/or casual writing style using standard English that is generally clear but contains some errors in grammar, punctuation, usage, and spelling. Neither the initial discussion post nor the peer response meet the required word count.	Discussion posts show above average writing style that is clear using standard English with minor errors in grammar, punctuation, usage, and/or spelling. Initial discussion post has the required word count, but not a peer's response.	Discussion posts are well written and clearly articulated using standard English, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling. Discussion posts met the required word count.	
					/40

Theoretical Infographic Rubric

Criteria	Unsatisfactory – Beginning	Accomplished	Exemplary	Total
Summary of the Theory, Including Key Theorists and Concepts	**30 points** Incorrect overview of the criminological theory selected. Conceptualization is incorrect, such as the general definition, key theorists, and/or concepts. No connections are made to readings or other course materials (lectures, media, resources, etc.), and/or if made, they are not clearly stated and are largely personal opinions.	**40 points** Somewhat clear overview of the criminological theory selected. Conceptualization is somewhat correct but is missing some critical concepts. Key theorists are somewhat clear. Some direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated for the most part.	**50 points** Clear overview of the criminological theory selected. Conceptualization is correct, specifically the general definition and concepts. Key theorists are correct. Strong, direct connections are made to readings and/or other course materials (lectures, media, resources, etc.) and are clearly stated.	/50
Theoretical Application	**20 points** Unclear application of the selected theory to the media example. Lacks application of the concepts.	**30 points** Somewhat clear application of the selected theory to the media example. The application of the concepts is somewhat clear.	**40 points** Clear application of the selected theory to the media example. The application of the concepts is clear.	/40
Potential or Existing Policy Implications	**10 points** Inaccurate identification of policy solutions or recommendations, or no policy implication or recommendation is proposed.	**20 points** Somewhat clear, correct, and reasonable policy solutions or recommendations. Only one policy implication or recommendation is proposed.	**30 points** Clear, correct, and reasonable policy implications or recommendations. At least two policy implications or recommendations are proposed.	/30
Strengths and Limitations of the Theory	**0 points** The strengths and limitations of the theory are missing.	**5 points** The strengths and limitations of theory are somewhat clear.	**10 points** The strengths and limitations of the theory are clear.	/10

Criteria	Unsatisfactory – Beginning	Accomplished	Exemplary	Total
Visual Appeal	**3 points**	**5 points**	**10 points**	/10
	The font was illegible, the color scheme was distracting or detracting from readability. The style was disorganized.	The font was somewhat legible, and the color scheme did not affect the graphic. The overall style was somewhat disorganized.	The font is legible, and the color scheme enhances the graphic. There was a cohesive style to the infographic. It is clear that the creator put time and consideration into the style of the infographic.	
Grammar and Writing Quality	**1 point**	**3 points**	**5 points**	/5
	The infographic shows a below average/poor writing style and/or is difficult for readers to follow. Contains frequent errors in grammar, punctuation, usage, and spelling.	The infographic includes above-average writing style that is clear with minor errors in grammar, punctuation, usage, and/or spelling.	The infographic is well written and clearly articulated, characterized by elements of a strong writing style with correct grammar, punctuation, usage, and spelling.	
APA 7th Edition Citations	**0 points**	**3 points**	**5 points**	/5
	Does not provide any citations in APA 7 format.	At least two minor errors in APA 7 citations.	Proper use of APA 7 citations.	
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