New Course Request Form

1. Date: ___1/20/2014__________ Department:_____CJA______________

2. Purpose and Nature of Course (include relevant assessment data to support this proposal):

   This course has been offered on a regular basis under the CJA 4496 designation for years, but never went through the proper channels for its own course designation. This course is often found in criminal justice curriculum. The CJA Department has acquired a faculty member with expertise in this area; consequently, the resources are available to continue this offering with its own designation. It will be offered once every four semester and considered a CJA Elective.

3. Prefix: _CJA_______  Number: ____3380_________  CIP: ____________

4. Course Title: ____Violent Criminal Behavior________________________
   Abbreviated Title (for Master Schedule), Maximum 20 spaces
   __Vio Crim Beh __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

5. Credits (Place number of credits beside appropriate types)
   Credit(s) ___3__ Undergraduate
   Credit(s) _____ Graduate
   For variable credits, list Minimum Credit _____; Maximum Credits _____

6. Clock Hours:
   Lecture _3____  Recitation _____  Lab _____
   Contract Hours:
   Lecture _3____  Recitation _____  Lab _____

7. To repeat for additional credit (not repeat of previously earned grade), list maximum
   hours of credit that may be earned over multiple Semesters ______ semester hours.

8. Course Description for Catalog (limit to four sentences):
   Introduces the leading theories and research on violent criminal behavior. Emphasis is placed on
   the relationships between the violent offender and the victim of the offender. Attention is given to
   predicting dangerous offenders while examining the specific crimes of murder, sexual assault,
   robbery, and aggravated assault.

9. Prerequisites: (Courses which MUST be completed prior to taking this course)
   ____CJA 1100 & CJA 2225_______

10. Co-requisites: (Courses which must be taken prior to or simultaneously with) __________

11. If taught dual-level or cross-listed with another department, list:
   Prefix _____  Number _____Support Signature ______________________________
   If dual-level, attach a document that indicates content, assignments and assessments for graduate
   and undergraduate courses.
List Student Learning Outcomes and describe evaluation techniques for this course in an attached syllabus:

Courses to be eliminated: (Course deletion form must be completed):
Prefix _____  Number _____
If none: How will increased offerings be staffed?

13. New faculty resources needed?  ____Yes   __X__ No
14. Requested initial date of offering (Must meet new catalog deadline of March 1) __Fall 2013__
15. Estimated Frequency of Offering: ____Once every four semesters________________________
16. New Library Resources Needed?  ____Yes   __X__ No  If yes:
   Signature of appropriate librarian indicating needs can be met:
   ________________________________
17. New Technology Resources Needed?  ____Yes   __X__ No, if yes:
   Signature of Director of Information Technology indicating needs can be met:
   ________________________________
18. New Equipment resources needed?  ____Yes   __X__ No, if yes:
   Describe Equipment: ________________________________
   Source of funding: ________________________________
19. List 1 – 3 sample textbooks for this course:
20. Describe any student enrollment restrictions (limited to majors in program XXX, restricted from majors in program XXX, etc.)  N/A
21. Request that Course be considered for General Education Credit. Please check applicable boxes.
   a.  ____Satisfy Foundation of Knowledge Requirement
      i.  ____Written Communication
      ii.  ____Oral Communication
   b.  ____Satisfy Approaches of Knowledge Requirement
      i.  ____Humanities
ii. Mathematics
iii. Natural Sciences
iv. Social and Behavioral Sciences
c. Satisfy Unity and Diversity of Humanity
   i. Language other than English
   ii. Western and Non Western Global Cultures
   iii. Strand 1 Ethics and Civic Responsibility
   iv. Strand 2 Environmental, Economic, Social, and Personal Sustainability
   v. Strand 3 Arts and Human Experience

You must submit a separate application for General Education Credit.

22. Does this course impact any Education Programs?  ____ Yes  ___ No
If Yes:  Signature of Chair of TEC must appear below.

23. Special Needs, if any:

Recommendation Dates and Signatures:

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<thead>
<tr>
<th>Department:</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>TEC (if any education program):</td>
<td></td>
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<tr>
<td>Gen’l Education Subcomm. (If necessary):</td>
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<td>Graduate Council (If necessary):</td>
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<td>Academic Affairs Committee:</td>
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<td>University Senate:</td>
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<td>President:</td>
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</table>

MU Form A41N – Effective 4/1/01
SYLLABUS – VIOLENT CRIMINAL BEHAVIOR

CJA-4496-01 (26018) FALL 2013 – MANSFIELD UNIVERSITY

Instructor: Keith E. Johnson, JD, MCJ; Criminal Justice Administration Program

Office: 217 Pinecrest

Office hours: Wednesday 2:00 to 5:00; Tuesday, Thursday, 1:00 to 2:00

Telephone number: 570-662-4485

Email address: kjohnson@mansfield.edu

Class meets from 8:30 to 9:45 on Tuesday and Thursday in Room 104 of Belknap

Textbooks:


Additional readings may be assigned throughout the semester.

Recommended purchase:


A student should also be familiar with the Online Writing Lab of Purdue University, which is an excellent source for writing help and APA formatting. This website can be found at: http://owl.english.purdue.edu/

Each student should also own a good dictionary and thesaurus.

Course description:

Introduces the leading theories and research on violent criminal behavior. Emphasis is placed on the relationships between the violent offender and the victim of the offender. Attention is given to predicting dangerous offenders while examining the specific crimes of murder, sexual assault, robbery, and aggravated assault.

Credits: 3 credits

The course will move at a speed to be determined by the instructor.
**Student Learning Outcomes:**

1. Acquire knowledge on the causes of violent criminal behavior.
2. Understand the impact of such behavior on the offender and victim.
3. Analyze how violent criminal behavior relates to non-violent crimes.
4. Analyze violent behavior as this behavior relates to the specific crimes of murder, sexual assault, robbery, and aggravated assault.
5. Evaluate how the social environment of crime effects violent criminal behavior.
6. Evaluate how violent criminal behavior effects the components of the criminal justice system.

**Work required for grade:**

There will be three (3) papers required for grade in this class. The first two papers will each be worth 30% of the final grade, while the last paper will be worth 25% of the final grade.

Format for each paper includes the submission of 6-8 substantive work pages; the paper in its entirety must be submitted in APA style and format. The 6-8 pages are substantive work pages and do not include the required Title page, Abstract page, or References pages; all of these required pages are in addition to the 6-8 substantive work pages. A minimum of eight (8) academic sources/references are required for each paper, in addition to any sources/references required for supporting factual information. The paper should be typed, in Times New Roman, 12 point font, double spaced, one inch margins on all sides, and stapled at a 45° angle at the upper left hand corner. No plastic covers, or other covers, are allowed. Your instructor does not award grades for effort, but only for results, and for following directions. In simple terms, if you submit a paper that does not meet the criteria set forth in this syllabus (such as the page length requirement or the minimum number of academic sources) you will not receive any credit for the paper. Likewise, if you do not submit any paper you will fail the course, since the submission of all papers are **required graded activities, which each student must complete.** The instructor does not accept the submission of any lat paper; all papers must be submitted on time in order to be graded.

The papers must be submitted in a hard copy (paper), by email attachment to the instructor, and also through TurnItIn on D2L.

Some class time may be devoted to discussion of the papers, at the discretion of the instructor. The particular requirements for the papers will be discussed throughout the semester, and any questions that may affect the class should be asked and addressed in class.

Grades for each paper are based on the strength of your arguments and presentation, and the use of appropriate references, grammar, punctuation, and APA format for references and sources. It is not necessary that the instructor agrees with your argument or conclusions; it is only necessary that you adequately support and defend the arguments you make. The weight to be given each of these factors is determined by the instructor. You will be emailed a guide for the differences between academic and journalistic sources.

Paper # 1 – Select and watch one of the following three movies: *Godfather – Part 1* (1972), *Bonnie and Clyde* (1967), or *The Wild Bunch* (1969). Besides being three of my favorite movies,
they also were some of the first films to depict graphic violence, and directly led to the violence we see today in media. From a **theoretical and causative perspective**, analyze the violence you see in the movie selected; in simple terms, explain the causes of the violence you see. This paper is due 10/8/13.

**Paper #2** – Select and research a real-life (as opposed to fictional) violent crime (or related series of crimes). From a **theoretical and causative perspective**, analyze why the crime occurred, and how it could have been prevented (if that is even possible for the particular crime). The crime chosen can be either solved or unsolved (such as the Jack the Ripper murders, the Zodiac killings, or the Black Dahlia murder). This paper is due 11/19/13.

**Paper #3** – Read Gilligan’s book *Preventing Violence*. The book presents a different perspective of how violence should be studied, understood, and treated. The author treats violence as a mental health and medical issue. This paper is due 12/3/13.

**The remaining 15% of the final grade will consist of a class participation grade.** The class participation grade is based on asking relevant, intelligent, and pertinent questions; giving relevant, intelligent, and pertinent answers to questions; and interacting in a positive, constructive manner with the instructor and fellow students.

Class participation also must be meaningful, and not merely asking a question for the sake of asking a question. Contrary to the normally accepted statement about student questions, there really **IS** such a thing as a stupid question.

**Attendance policy of instructor:**

Attendance at class is expected, and attendance will be taken daily. Each student is allowed a total of five (5) unexcused absences. Any additional unexcused absence will result in a failing grade for the class. **Excused absences** include illness, with proof of illness produced by way of a Dr.’s note or a note from the Health Service; death in family, with satisfactory proof of same; and co-curricular activities that have been submitted **IN ADVANCE** to the instructor.

**Coming to class late counts as an unexcused absence. If you are not in class when attendance is taken, you will be marked absent.**

**Students who may need academic help:**

Students who are having specific problems with writing can request help through the Learning Center. Tutoring services are also available for students who are having any form of academic trouble with the course, who lack academic discipline, or who are simply having trouble keeping up with the class.

**Students with disabilities:**

Because this is a college course, unless you have self-declared your disability through the Disability Support Office, your instructor will not know of your disability. This is not a high school where your disability classification will travel with you from class to class, and school to school. If a student has a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and requires accommodations, he/she should contact the Center of Services for Students with Disabilities. Please self identify to the Office and request
whatever accommodations you may need. Please also feel free to discuss this with me in private, during office hours, after you have declared through the Office.

Grades:

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<tr>
<th>Grades</th>
<th>Quality Points</th>
<th>Numerical</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
<td>1.0</td>
<td>63-66</td>
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<td>D-</td>
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<td>F</td>
<td>0.0</td>
<td>Below 60</td>
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Grades will be rounded either upward or downward based on a .5 system, where .5 or above is rounded upward, and below .5 is rounded downward.

Additional class rules:

Respect your instructor and all fellow class members. Improper language, disrespect, or forms of address will not be tolerated.

Every instructor you have had, or will have, in your academic life has some special rules that are individual to that instructor. In this class they are as follows:

1. If you are going to come to class, be in your seat on time and prepare to stay for the entire class time. If you come to class late, and class has begun, please enter the classroom as quietly as possible.

2. Turn off, and not just silence, all electronic devices including cell phones, iPod’s, recording devices, computers, etc. The use of any such electronic device must receive the prior written approval of the instructor. The use of these devices is rude, interruptive, distracting, insulting, and incredibly annoying.

Violations of the above stated additional class rules will result in grade reduction, removal from the class, or failure. Do not violate these additional class rules; the instructor is not a forgiving individual in these matters.
FINAL THOUGHTS AND COMMENTS:

Despite the requirements for this course that are set forth in the syllabus, your instructor is here to help you succeed in this course, and also during your time at Mansfield University. Feel free to utilize the posted office hours to stop in and talk, ask questions, seek advice, or request help. Also please freely use the email system to communicate with your instructor. I will try to get back to you within 24 hours of receiving your email, except on weekends (which is our mutual free time).

Adopted: 8/19/13

University Policies:

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities:
http://mansfield.edu/HEA/

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.
**Academic Integrity**

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: [http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/](http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/) under “Academic Integrity Policy.”

**Attendance Policy**

“Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi.”

[http://catalog.mansfield.edu/content.php?catoid=18&navoid=359](http://catalog.mansfield.edu/content.php?catoid=18&navoid=359)