

CRJ 260: SUBSTANTIVE CRIMINAL LAW

Course Information

Faculty

Name: Elizabeth Scholz, J.D.
Office: Zoom meeting room <https://asu.zoom.us/j/2695714930>
Phone: 602-496-2356 (Please note: There are no texting capabilities)
Email address: This is the best contact option via the CANVAS Conversations (a.k.a. CANVAS email) tool. Response time is within 1-2 business days. My ASU email is eascholz@asu.edu, but I respond faster via CANVAS. Once the course begins when I say “email” I mean CANVAS Conversations.
Office hours: Tuesday starting at 1:00PM and ending at 3:00PM in Zoom
TA: Noah Miller
TA email: nmiller19@asu.edu
Help desk/
Tech support: 1-855-278-5080 (The instructor cannot help with technology)

Course start date: March 14, 2022

Last exam due: April 29, 2022

Credits

Three (3) credit hours

Course Catalog Description

Introduces students to the substantive law which defines the minimum standards of conduct that society requires of its members. Focuses on the statutory elements of crimes and defenses, as well as case law interpretations of penal laws. Explores the historical development of criminal law, the public policy implications, and the underlying legal principles and reasoning that guide the criminal legal system. Emphasis is placed on comparing and contrasting the common law and Model Penal Code approaches to inchoate offenses, homicide, other crimes against the person, and defenses of justification.

Course Prerequisites

None required, although CRJ 100 (Introduction to Criminal Justice) is recommended

Course Overview and Objectives

This course explores substantive criminal law, which refers to the formally enacted crimes in American society. Students learn about the development of criminal law over time and questions regarding its proper scope and prioritization. We see, for example, the constitutional limits the criminal law. The course spends much time reviewing the various categories of criminal offenses, the elements needed to prove someone guilty, and the possible defenses to being convicted. This includes when crimes are solicited or attempted, when there are multiple people/parties involved crimes, crimes against persons, and crimes against property. Towards these ends, students engage in critical thinking, reading applications, statutory interpretation, and case law analysis.

Learning Outcomes

1. Explain what substantive criminal is, as well as its main sources and its pros and cons as a tool of formal social control
2. Explain jurisdictional and constitutional limitations of criminal law, including the potential for different rules in different places
3. Recognize how multicultural dynamics, including historical oppressions, are reshaping discussions of substantive criminal law
4. Compare and contrast the differences in the main components of crimes (i.e., *actus reus*, *mens rea*, attendant circumstances, result, and causation)
5. Demonstrate an understanding of the Model Penal Code and its effects on American criminal law
6. Demonstrate an understanding of how the law treats parties to crimes, including accomplices, accessories, and vicarious liability
7. Apply selected theories of inchoate criminal liability (i.e., solicitation, facilitation, and attempt) when analyzing fact patterns involving preparatory criminal acts
8. Differentiate the levels and types of criminal homicide charges, both historical and contemporary
9. Identify applications of selected crimes against the person, including assault and battery, stalking, kidnapping and confinement, and robbery
10. Appreciate the common themes in justification defenses to crimes and distinguish among them, including the use of physical force in defense, as well as necessity, duress, entrapment, privilege, and consent

11. Identify the historical and contemporary features of common property crimes

Notice of Public Health Requirements

ASU has worked hard to plan for a safe and welcoming environment in which students can live and learn. During the COVID-19 pandemic, campus life will look different in many ways; we all need to make adjustments accordingly. With the cooperation and care of every member of the Sun Devil community, we are confident that we can all have a successful semester. Toward that end, please know that you are expected to review and abide by all University guidelines, including the requirement to wear face coverings while on ASU campuses, available at: <https://www.asu.edu/about/fall-2020>.

Course Materials

Required Textbook

Textbook: Samaha, J. (2017). Criminal law (12th ed.). Wadsworth/Cengage Learning. Belmont, CA.

E-version of the text: The required material for this course is provisioned as an e-book and made available at a discounted rate significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group rate, no additional action is needed. Following the drop/add period, a charge of \$31.50, plus tax, will post to your student account under the header “Bkstr Publisher Negotiated Rate.”

Traditional (hard copy) version of the text: If you'd rather purchase the material from an alternate choice, you may choose to opt out of the e-version program by using this link:

<https://includedcp.follett.com/1230> (Links to an external site.) (Tempe and Online)

Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory> (Links to an external site.)), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued. Watch for an email from the Bookstore the week before class starts explaining how to access the book and how to opt out. You can also contact the Bookstore at asuinclusiveaccess@gmail.com with questions.

Please note: the bookstore advises students need to wait until after the drop/add deadline in order to opt out.

You can also contact the Bookstore at asuinclusiveaccess@gmail.com with questions about opting out or accessing the ebook.

Required Articles, Other Book Chapters, Research Reports, Cases

1. Supplemental learning materials are provided for students in the course modules.

Computer Resources

1. Computer System – Windows or Macintosh desktop or laptop computer purchased within the last five (5) years. Chromebooks and mobile devices will not provide full access to ASU’s online courses. To use Zoom, you must have, at minimum, a single core processor running at 1Ghz or more; dual-core processors running at 2Ghz or faster (e.g., i3/i5/i7 or AMD equivalent) are highly

recommended.

2. Operating System – Windows-based computers must be running the Home, Prof, or Enterprise versions of Windows 10 or newer (S Mode is not supported). Macintosh computers must be running OS 10.13 (High Sierra) or higher.
3. Required Word Processing Software – Microsoft Office 2016, 2019, or Microsoft Office 365 ([available to all ASU students and employees](#));
4. Require Software to Read PDFs – Adobe Acrobat Reader DC ([free](#)).
5. Web Browser – Use only the most recent version of Firefox (version 77 or higher) or Chrome (version 83 or higher). Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas. JavaScript must be enabled in your browser to run Canvas.
6. Internet Connection – Courses are best viewed with high-speed internet and a reliable internet connection. The minimum recommended bandwidth to use Zoom is 1.5Mbps/1.5Mbps (up/down), although speeds of 3.0 Mbps (up/down) are preferable.
7. Speakers and a Microphone – Either built-in to your computer or able to be connected (i.e., wired connection, such as USB plug-in, or wireless connection, such as via Bluetooth).
8. Webcam – Built-in or plug-in webcam, or some other digital video recording device that attaches to their computer.

For more detailed requirements to use Canvas and Zoom, visit these links:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

Please to do not reach out to the instructor for help with technology. I simply cannot help with such issues. In the event you need assistance with Canvas or other technologies, please contact the help desk by calling them toll-free at 1-855-278-5080. (See Also: Technical Support under the Student Conduct section of this syllabus.)

Requirements to Use Honorlock

Honorlock is a “Live Pop-In” solution where the student’s desktop and webcam are recorded during the exam. Using artificial intelligence (AI), the proctor receives live notifications which prompts them to take a closer look at the student’s recording in real-time. If the proctor determines the notification they received requires intervention, they can pause the exam and launch a live chat session with the student to address the concerns in real-time. Once the student has completed the exam, or the session is ended, the full review including webcam and desktop are delivered to the course immediately. To take the assessments in this course that utilize Honorlock, you must:

1. have a working webcam and microphone;
2. have a stable internet connection of at least 1.5 Mbps download and 750 Kbps upload;
3. use either
 - a. a desktop computer, laptop, or tablet running Windows 8 or higher, or
 - b. a desktop or laptop computer running MacOS 10.11 or higher; or
 - c. a Chromebook; and
4. use Google Chrome (version 79 or higher) as your web browser with the Honorlock plugin installed and enabled.

Please note: Neither iOS nor Android tablets or phones are supported.

There is a practice quiz in Canvas in Module 0 that requires Honorlock. A student who is unable to use Honorlock to complete the quiz is to immediately contact tech support (1-855-278-) and remedy the issue so that it will be resolved in ample time to complete the exams. The instructor cannot help with technology.

Recommended Supplemental Resources

1. If you do not already own it, the School of Criminal Justice highly recommends that you purchase a copy of the newest edition of the APA's style manual. Many of the web sites on which students rely for formatting citations contain errors, especially since many online citation sites use an older version of the manual. So, it is advisable to go directly to the source:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. [ISBN: 978-1-4338-3216-1]

2. Although not required, the School of Criminology and Criminal Justice strongly encourages students to adopt a citation management program. Doing so early in your student career will make your research and paper-writing experience much easier not only in this course, but in others you take. [Endnote](#) is an “industry standard” in higher education, but it costs money. [Zotero](#) and [Mendeley](#) are two open-access software alternatives that are completely free of charge.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the UofA, has a policy for how much time students should invest in their courses at the *undergraduate* level: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as *at least* 90 hours doing homework and assignments—a total of a minimum of 135 hours in any given session (A, B, or C). This translates to nine hours per week for classes that meet over a 15 week-semester to read, research, write, and study. Students in a *graduate* course should expect to invest even more time and are, therefore, cautioned to plan their semesters accordingly.

Assignments and Evaluation Procedures

(Please see CANVAS for more detailed instructions)

Reading Assignments:

Unless specifically noted, readings and other materials for weekly learning are taken from the required resources specified above and as provided in the Canvas modules. The readings and other materials listed for each module are necessary or otherwise helpful to complete the module requirements. Any assigned readings or materials may be covered on quizzes or may be expected for students’ discussions and analyses during other assessments.

Discussion Boards (usually 2 per week)

Each module includes Discussion Boards in CANVAS (not in Yellowdig.) These are a primary learning opportunity for the course, and these comprise 20% of the final course grade. These are opportunities to show your comprehension and for discussion, dialogue, respectful debate, assistance with learning, and shared learning. Each discussion question consists of 3 parts: an inquiry about the

textbook chapter(s) assigned in the module; an inquiry about the supplemental material(s) provided in the module; and a requirement to respond to 2 peers' posts. These discussion boards are collectively worth 20% of your final grade (i.e., 2% each.)

Exams

There will be two exams over the course of the semester, a Unit 1 exam and a Unit 2 exam. Each exam is worth 20% of your final grade. Exams will be closed book using Honorlock and webcam monitor noted above. The questions will be multiple choice. Exam scores are curved, so scores will not be available until after all students submit their exam.

Writing Assignments

There will be two major writing assignments in the course. There will be a Unit 1 Case Study Report and a Unit 2 Case Study Report. Each case study is worth 20% of your final grade.

These assignments are not simply summaries of cases. Students will find a real crime case or event that interests them and then make connections between that case and three terms listed in the *Key Terms* lists at the end of the textbook chapters assigned for each unit. Students are not to use cases in which they have a personal stake/know the parties involved. Students are to define the terms they choose from the units and then specify what in the case/event illustrates those terms.

Students can request that a peer evaluate their first draft of their study, but should weigh the feedback carefully. If a deduction results because a student followed a peer's recommendation, the deduction will stand. Also, due dates will not be extended because a student is awaiting a peer review.

The reports will be in a modified-APA format, provided in the assignments' instructions. The reports are each approximately 5-6 pages in length, including a title page and a reference page (i.e., 3-4 page of substantive written content). Reports will be submitted through Canvas and Turnitin.com, so students must not plagiarize, cheat, or otherwise violate ASU's academic integrity policies, noted below. The report must be in either doc, docs, docx or .pdf format.

Please see Canvas for more detailed instructions.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, must be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email unless Canvas is down or the instructor tells you to do so.

Grading

Summary of Graded Assignments

Table 1: Assessments and Their Values	
<i>Assignment</i>	<i>Percentage</i>
Discussion Boards	20%
Unit 1 case study report	20%
Unit 1 exam (mid-term exam)	20%
Unit 2 case study report	20%
Unit 2 exam (non-comprehensive final exam)	20%

Qualitative Descriptors for Final Course Grades

Although statistical methods will be used to determine final course grade in accordance with the specifics set forth in Tables 1 and 2, final grades will roughly follow these descriptions. Note that to earn the grade indicated, a student must meet all of the descriptors associated with that grade; satisfying only some of the criteria is insufficient.

- A: Outstanding, Superior. Oral and written work is presented using Standard English and demonstrates a mastery of the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing. Meets all course expectations promptly. Shows clear grasp of concepts and demonstrates ability to synthesize materials from both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.
- B: Very good. Clearly above average. Oral and written work is presented using Standard English with only a few minor flaws and demonstrates proficiency in the subject matter at degree-appropriate levels. Public speaking presentations are poised, articulate, tactful, and convincing, with only minor flaws in style. Meets course expectations promptly. Shows an adequate grasp of concepts and demonstrates ability to relate materials from both inside and outside the classroom. Participates regularly and enthusiastically in the classroom.
- C: Good. Average. Student met minimal expectations for the course. Oral and written work is presented using Standard English with minor flaws too numerous to be overlooked. Public speaking presentations are periodically marred by problems with poise, diction, tact, or convincingness. Student shows a reasonable grasp of the subject matter for the applicable degree-appropriate level and demonstrates a reasonable ability to process materials from both inside and outside the classroom. Participates satisfactorily in the classroom.
- D: Below expectations. Below that which one would normally expect from a student at the applicable degree-level. Oral and writing work is marred by major mechanical problems. Public speaking presentations are routinely marred by problems with poise, diction, tact, or

convincingness. Exam performance fails to demonstrate a reasonable grasp of the material. Student fails to participate appropriately in class.

F: Unacceptable. Oral and written work consistently falls below degree-appropriate levels. Student fails to use appropriate resources for help (including the Writing Center) when so directed by the professor. Student is consistently late in meeting course expectations. Shows little or no grasp of concepts and is unable to process or relate materials from inside and outside the classroom. Public speaking presentations are routinely marred by significant problems with poise, diction, tact, or convincingness. Student fails to participate appropriately in class. Alternatively, regardless of the quality of a student's work, this grade may be assigned for: (1) failure to comply with the attendance or participation policies for the course; (2) repeated failure to come to class adequately prepared to engage in trial simulation exercises in a meaningful manner; (3) failure to submit a required writing assignment; and/or (4) any act of academic dishonesty committed by the student.

Y: Satisfactory. The "Y" grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. During the COVID-19 pandemic, the grade may be awarded in select regular coursework. Thus, in this course, the grade of "Y" may be a possibility for students who perform satisfactorily, but that grade will only be awarded at the discretion of your professor and after approval by relevant College-level personnel. Note that students earn credit hours for a "Y" grade, but the grade is not used for computing GPAs.

With these qualitative expectations in mind, the determinative factor for final grades will be the cumulative weighted average earned by a student using the percentages specified in Table 1. Final grades will then be assigned by translating the weighted average in the course into a letter grade using the plus/minus grading system as defined in Table 2 unless special permission is granted for a grade of "Y" if earned and warranted:

This course uses a +/- grading system as defined in the table below:

<i>Grade</i>	<i>Percentage</i>
A+	97.00% and higher
A	94.00% – 96.99%
A-	90.00% – 93.99%
B+	87.00% – 89.99%
B	84.00% – 86.99%
B-	80.00% – 83.99%
C+	77.00% – 79.99%
C	70.00% – 76.99%
D	60.00% – 69.99%
E	Below 60%
Y	70% or higher

Course Modality and Communication

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>. I will communicate with you via Canvas and via email.

Course Modality

Because this is an online course, you should look for the answer first before reaching out to me or any teaching assistant, if applicable. When questions arise during the course of this class, please remember to check these three sources for an answer before contacting your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations (a separate discussion board area in Canvas)

If you cannot find an answer to your question using these resources, and it is a question of a general nature (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within one (1) business day; if that time passes without a response, email the question to the instructor.

For questions of a personal nature, however, you should email your instructor directly, allowing for between 24 and 48 business days for replies to direct instructor emails.

Email & Announcements Board

Email is the official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion (viz., by the following business day at the latest.) Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox daily. All instructor correspondence will be sent to your ASU or CANVAS email account.

Students are also responsible for checking the course's Announcement Board daily. I will post information on the Announcements Board that pertains to the whole class.

Sending E-Mail to Me – All email correspondence with me must comply with the following rules:

1. Subject Line – If you send any e-mail to me, please reference “CRJ 100” in the subject line of the e-mail so that your message does not get “lost” among the dozens (sometimes even hundreds) of e-mail messages that I receive each day.
2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Hi Dr./Professor Scholz.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy. If you are trying to elicit a response that may require some effort on the part of the respondent, certainly it makes good sense to present yourself as intelligent and polite.
3. Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name; failure to comply with this directive will result in your e-mail message being discarded.
4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence.

5. **Timing** – It is unwise to send me an email message late at night when the question needs to be answered before a fast-approaching deadline; so, plan ahead! As a rule, any properly labeled and signed e-mail message that you send to me will usually be responded to within 24 hours to 48 hours (barring long weekends, holidays, or vacations).

Course Policies

Note: This section is in alphabetical order by topic.

Academic Integrity

Academic Integrity Expectations and Policies

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database. The database will show the grader a duplication score (i.e., shows how much of the submission appears elsewhere online.) A duplication score of more than 25% will warrant further investigation and possible sanction including grade deduction or submission rejection. (The percentage of this score attributable to the reference page will be disregarded.)

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at Student Accessibility and Inclusive Learning Services (“SAILS”) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to Student Accessibility and Inclusive Learning Services (“SAILS”).

Students who feel they will need disability accommodations in this course but who have not registered with the SAILS should contact SAILS immediately. Students should contact the SAILS division on the campus in which your class is being held.

Disability Accommodations

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from SAILS is required. Once registered with SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact the SAILS by going to <https://eooss.asu.edu/drc>, calling (480) 965-1234 or emailing SAILS at Student.Accessibility@asu.edu

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Accommodations for Disasters, Military, Religious, and University Activities

Please follow the appropriate University policies to request an accommodation for religious practices, accommodation due to University-sanctioned activities, or accommodation for military activation of students.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide or the APA Citation Style tutorial. It is

acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* (20th ed) or *The Indigo Book* in all papers.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. Students may not share any course materials outside the class, including by uploading, selling, or distributing any course content or notes taken during the conduct of the course.

All rights are reserved by the instructor and Arizona State University. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations. Students must refrain from uploading to any course shell, discussion board, or website used by the instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (Arizona Time, which is always Mountain Standard Time since Arizona does not observe Daylight Savings Time). Late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided. Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for each day the assignment is late. In any event, a student requesting an extension is to email and provide a suggested date by which the student will submit the task. This date may or may not be honored and any late work is subject to a 10% grade deduction within the instructor's discretion.

Extra Credit

Please do not ask for extra credit. Although an extra credit opportunity may be offered to the whole class, no individualized extra credit work will be permitted.

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to School Director's official designee, which may include the School's Academic Grievance Officer, the Director of Undergraduate Programs, the Director of Graduate Programs, the Associate Director of the School, or the School Director.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

1. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
2. Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>.
3. Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.
4. Student responsibilities include currently maintaining the status of their grades as reflected in the online grade book. I will not endeavor to correct a grading inaccuracy that a student does not email me of promptly (i.e., within two hours after the score posts) especially if the student waits until the end of the semester to bring it to my attention. Please be aware that the zeros for missing/late work might not be posted until hours before the final grades post. These can

negatively impact any total percentages showing previously so it is up to the student to be aware that after the zeros are entered their final grade will drop.

5. Addressing perceived scenario ambiguity: If you feel you would need more information before completing an activity/answering a question and there is not time to get it, specify what that information would be and state the assumption you are making regarding that information and continue to answer the question based on that assumption. In other words, I will give no credit if a student were to simply write that more information would be needed to answer any of the questions.
6. Asking for credit for an answer that got a deduction: I leave this option for students more as a way to catch any mistakes in a grading key rather than as a means of grade negotiation. A student who gets an answer marked wrong or has points deducted and thinks their answer deserved more credit can email me within two hours of the submission being graded. (Note that entering a question into the gradebook is not an email and I will not see your question; use the Conversations tool at the Inbox icon to the left of the page to email me.) In the case of an answer dispute, the request for clarification must be concise (i.e., 5 or fewer sentences) and specify why any resource cited as support for the correct answer in the feedback still leaves doubt as to why the student's answer wasn't accepted as correct. The student is to also cite the course materials that show in the student's estimation that the student's chosen answer was the strongest choice. I will not consider requests that don't meet these requirements. In any event, remember to remain polite. A student who is frustrated and uses the email to vent that frustration will likely be reprimanded and/or not receive a response.
7. Asking for re-writes: This is doing a graded submission again and submitting for a hopefully better grade. This includes tasks that a student might submit ahead of schedule because they work ahead of the class. I do not allow this.
8. Asking for pre-grading: Sometimes a student will ask me to review a draft of an assignment to see if they are "headed in the right direction." Some past students have taken the resulting generalized guidance as a cue to stop working on a given task, so I will very likely ask you to specify your question(s) further rather than give a draft a full review.
9. Asking for grade predictions: Sometimes a student will contact me in the middle or toward the end of the class and ask if it's still possible to pass/get a particular grade. I do not give such grade predictions. Below is a formula that can give a student an idea of standing at any given time in this course. While this formula will give a student a general idea, the result a student gets after applying it is not a guarantee any certain grade. I am not bound by any such calculations.

Approximate Grade Prediction Formula: Assume that there are 1000 possible points in the course, and a student needs 900 points to earn an A. To calculate where the student stands at a given point in the semester, the student would add up the number of points the student earned so far. Next, the student would subtract that number from 900. That will tell the student the number of points the student would need to get an A.

Next, the student would look at the point values of the tasks that the student had yet to get graded on and add them together. That would give the student the number of points still available to earn in the course. If the number of points still available to earn is more than the number of points the student needs to get an A, then an A is still possible.

10. Maintaining scholarship eligibility or team/club/organization membership eligibility is the student's responsibility. I will not grant grading leniency on the basis of such status.
11. Students are responsible for viewing/reading the assigned materials. There is a lot of information on the internet and elsewhere that is inaccurate/incomplete for our purposes. Please be aware that

if a student answers a question incorrectly/incompletely in light of the course materials but finds support for the incorrect answer in a non-course material (e.g., a website not used for the course; friend/family member, work experience, another course), the answer based on the material for this course will be the only answer accepted as correct.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Syllabus Changes Disclaimer and Reservation of Rights

I view this course syllabus as an educational contract between me and the students in the course. Accordingly, I will make every effort to avoid changing the course schedule. But the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

Please to do not reach out to the instructor for help with technology. In the event you need assistance with Canvas or other technologies, please contact the help desk by calling them toll-free at 1-855-278-5080.

Tips for Student Success

1. Check the course daily, to stay in touch with the material and activities.
2. Read announcements and check email! This is the only way your instructor can update you on course information.
3. Create a personal organization system to keep track of due dates specified.
4. Communicate regularly with your instructor and peers.
5. Create a study and/or assignment schedule to stay on track. This is an online course, and you must be self-motivated to stay on track.
6. Set aside regular times in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while studying.
7. Copy and paste discussion board posts into a text document on your personal computer and save that file before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.
8. Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.

9. For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a **mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help female-identifying students with male or female partners who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship. Those who identify as male also experience dating violence, and can call [1-888-7HELPLINE](tel:1-888-7HELPLINE) for resources and support.

University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered including tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

Warning of Course Content

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you ever wish to discuss your personal reactions to this material with me, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected

reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Withdrawing from (“Dropping”) the Course

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to drop this course. If you are considering a withdrawal, be sure to review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Writing Center and Support

Students are encouraged to access the Writing Center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), to [investigating your topic](#), [rhetorical analysis](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

Course Pacing and Online Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can view below the course plan and some items in Canvas, various modules and assignments will not be released until an appropriate week during the progression of the course. To allow individuals to too far work ahead goes against the purpose of some course activities like discussions.

Course Schedule

Course Schedule

Here is an outline of the material we are likely to cover. It’s possible that the schedule may need to be altered, at the discretion of the instructor. But the instructor will provide notice ahead of time, or as soon as possible, if and when any changes occur. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or the exception is allowed by University policy.

ACTIVITIES/ASSIGNMENTS	POINTS & % of final grade	DUE DATE All by 11:59PM AZ Time
------------------------	------------------------------	---------------------------------------

WEEK 1: Module 0: Welcome to the course		
Module 1: Criminal Law Scope and Sources Module 2: Constitutional Limitations on Criminal Law		
Readings: Canvas pages re: course set up Samaha textbook Ch. 1 Samaha textbook Ch. 2 Supplemental course materials posted to Canvas Modules 1 and 2	--	--
Discussion board in Canvas Student introductions comment or video post (recommended but optional and ungraded)	--	--
Module 0 practice quiz Module 1 Discussion Board Module 2 Discussion Board	0 (confirms student compatibility with Honorlock needed for exams) 10 points (2%) 10 points (2%)	3/17 3/17 3/17
WEEK 2: Module 3: Elements of Crimes I: Actus Rues Module 4: Elements of Crimes II: Mens Rea, Attendant Circumstances, Causation, and Result		
Readings: Samaha textbook Ch. 3 Samaha textbook Ch. 4 Supplemental course materials posted to Canvas Modules 3 and 4	--	--
Module 3 Discussion Board Module 4 Discussion Board	10 points (2%) 10 points (2%)	3/20 3/23
WEEK 3: Unit 1 Case Study Report & Unit 1 Exam		
Assignment: Unit 1 Case Study Report	100 points (20%)	3/27
Assignment: Unit 1 Exam (over Modules 1-4)	100 points (20%)	3/31 (opens 3/28)
WEEK 4: Module 5: Parties to Crime Module 6: Selected Inchoate Crimes		

Readings: Samaha textbook Ch. 7 Samaha textbook Ch. 8 pp. 270-79; 312-18 Supplemental course materials posted to Canvas Modules 5 and 6	--	--
Module 5 Discussion Board	10 points (2%)	4/3
Module 6 Discussion Board	10 points (2%)	4/7
WEEK 5: Module 7: Justification Defenses Module 8: Crimes Against the Person I: Bodily Injury and Personal Restraint		
Readings: Samaha textbook Ch. 5 Samaha textbook Ch. 10 pp. 407-28 Supplemental course materials posted to Canvas Modules 7 and 8	--	--
Module 7 Discussion Board	10 points (2%)	4/10
Module 8 Discussion Board	10 points (2%)	4/13
WEEK 6: Module 9: Crimes Against the Person II: Murder and Manslaughter Module 10: Crimes Against Property		
Readings: Samaha textbook Ch. 9 Samaha textbook Ch. 11 Supplemental course materials posted to Canvas Modules 9 and 10	--	--
Module 9 Discussion Board	10 points (2%)	4/16
Module 10 Discussion Board	10 points (2%)	4/20
WEEK 7.5: Unit 2 Case Study Report Unit 2 Exam		
Assignment: Unit 2 Case Study Report	100 points (20%)	4/25
Assignment: Unit 2 Exam (over Modules 5-10)	100 points (20%)	4/29 (opens 4/27)