

University of Maryland, College Park
Department of Criminology & Criminal Justice

CCJS 418R: SEMINAR IN CRIMINOLOGY AND CRIMINAL JUSTICE
SCHOOL CLIMATE AND SCHOOL SAFETY
(Section 0101)
FALL 2019

INSTRUCTOR

Dr. Deanna Devlin

ddevlin@terpmail.umd.edu

OFFICE HOURS

Office hours are by appointment. Feel free to email me and we can set up a time to talk. Any discussion that cannot be feasibly conducted over email can be conducted through Skype instant messaging or voice calling (username: dndevlin2).

COMMUNICATION

Please feel free to email me with any questions or concerns throughout the course. I will typically respond to your emails within 24 hours. If for any reason you do not get a response within 24 hours, please resend the email.

COURSE DESCRIPTION

This course examines school crime and the importance of school climate. Throughout the course, we will assess the prevalence of school crime as well as the sources used to measure school crime, theoretical school crime explanations, the impact of school-level factors, social disturbances that impact the school climate such as truancy and bullying, and school shootings and violence. Additionally, we will cover common school crime prevention strategies (i.e. the deployment of police officers in schools and the implementation of zero tolerance policies) and the unintended consequences of some of these strategies. Lastly, we will touch on restorative justice practices, parental involvement in school discipline, and prevention programming. At the completion of the course, students will have a comprehensive understanding of the nature and extent of school crime and a greater knowledge of evidence-based strategies to improve school climate and enhance school safety.

LEARNING OBJECTIVES

- Understand the factors that contribute to a positive school climate
- Identify risk factors for school crime and other problem behaviors associated with school safety
- Evaluate the arguments in the literature for school violence
- Examine the effectiveness of school crime prevention policies, practices, and programs

COURSE WEBSITE – ELMS

ELMS will be used to post the syllabus, lecture materials, grades, and any relevant information

for the course. Go to <http://elms.umd.edu> and log in with your Directory ID (logon ID) and password to use this feature. In order to access the website, you must be registered for the class.

In the event you have difficulty with ELMS:

1. Contact the ELMS support desk
2. Send me an email letting me know what has occurred. (ddevlin@terpmail.umd.edu)

The nature of an online course is that technology does not always work properly. In this event – do not panic! If there is something wrong, we will work with IT to solve this problem and ensure you are given a fair opportunity to access material, take your exam or turn in your assignment. With that being said, please plan ahead and complete your assignments and exams early. Do not wait until the last minute.

REQUIRED READINGS

There is no required textbook for this course. Required readings will consist of articles that will be posted on ELMS.

COURSE REQUIREMENTS

Weekly Announcements: Each week there will be a document titled, “Week X Announcements.” This document should be the first thing you open each week. The Weekly Announcement will provide additional clarity regarding weekly logistics and will serve as a reminder/check-list for your course requirements for that week.

Exams: There will be three exams over the course of the semester. The exams will NOT be cumulative and will each be worth 20% of your final grade. The exams will cover materials from both the lectures and readings. Lecture material includes *both* text from the PowerPoint as well as the attached audio. Be sure to listen to the audio on the PowerPoint as there will be material on the exam that is mentioned in the audio, but not written out on the PowerPoint slides. The PowerPoint slides and audio are not a substitute for course readings.

Each exam will become available at 12:00 am on the specified date and must be completed no later than 11:59 on the due date specified. **Each exam will be timed and you are allotted one hour to complete the exam.** Once you begin an exam, you must finish it in the same sitting. You must begin the exam at 10:59 on Sunday at the latest to receive the full hour of time. If you do not start taking the exam until 11:30 pm, then you will only get 29 minutes to take the exam. Please plan ahead to ensure that you have ample time to complete the exam, that distractions are minimized, and that you have a strong internet connection. You may refer to your course materials during the exam if needed. However, remember that you only have 60 minutes to complete the exam. You are not permitted to discuss with other students/family/friends, etc. during the exam. Exams that are not completed by the due date will receive a zero. If any issues arise during your exam, please call the ELMS support desk and send me an email detailing the situation.

Writing Assignments: There will be three (3) writing assignments in this course, an

introduction assignment (5%), a midterm assignment (10%) and a final assignment (25%). More detail regarding each assignment will be provided on ELMS. All assignments are due on Sunday at 11:59pm. The specific due dates can be found on the course schedule.

All assignments for this course should be turned in using the following **formatting guidelines**:

1. Line spacing: double spaced
2. Font: Times New Roman 12
3. Margins: 1 inch
4. Header at the top of the page:
 - ALL CAPS
 - LAST NAME, FIRST NAME: ASSIGNMENT
 - Note ASSIGNMENT above should actually be:
 - INTRODUCTION ASSIGNMENT
 - MIDTERM ASSIGNMENT
 - FINAL ASSIGNMENT
 - Depending on which assignment you are turning in

When turning in the assignment, please **label the file**:

- LASTNAME_Assignment
 - Note _Assignment should actually be:
 - _IntroductionAssignment
 - _MidtermAssignment
 - _FinalAssignment
 - Depending on which assignment you are turning in
- For example: DEVLIN_MidtermAssignment

COURSE GRADES

	Percentage/Points
Exam 1	20
Exam 2	20
Exam 3	20
Introduction Assignment	5
Midterm Assignment	10
Final Assignment	25
Total	100

GRADING RUBRIC

A+ (97 – 100%)	A (94 – 96%)	A- (90 – 93%)
B+ (87 – 89%)	B (84 – 86%)	B- (80 – 83%)
C+ (77 – 79%)	C (74 – 76%)	C- (70 – 73%)
D+ (67 – 69%)	D (60 – 66%)	F (0 – 59%)

MISSED EXAMS AND LATE ASSIGNMENTS

Missed exams:

You are always allotted more than one day to take an exam. For Exams 1 and 2, you can take the exam any time from Monday morning to Sunday evening. For exam 3, you can take the exam any time from Monday morning to Friday evening. Since you have the opportunity to choose which day you take the exam, there are NO MAKE-UP EXAMS. The only exceptions to this are for *extreme* circumstances which may include, but are not limited to, serious injury and a death in the family. In the event that you will miss an exam, you must notify me **before** the exam is due. If you miss an exam, documentation is required. Make-up exams will be given at the instructor's discretion. Please inform the instructor as soon as possible in the event of an emergency.

Late Writing Assignments:

Similar to an exam, you also have more than one day to complete and turn in an assignment. In the event that you will not be able to turn in an assignment on the due date, you must email the instructor *before* the due date and time. All late assignments will lose 10 points for each day they are late. If an assignment is due on Sunday at 11:59pm, and you turn in an assignment at 12:01am Monday, your assignment is "a day late." The ELMS drop box for assignment turn in will close at the exact syllabus specified due date and time. All late assignments must be turned in via email to the instructor. The email time stamp will be used to determine late penalty.

DISABILITY SUPPORT

I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form. Please provide me with your form as soon as possible so that I can ensure the course online requirements are set up according to your needs (e.g. if you need more time for an exam, I am happy to make sure this is set up properly on ELMS to allocate more time).

I am not able to accommodate students who are not registered with DSS or who do not provide documentation that has been reviewed by DSS. DSS students who are requesting to take their exams at the DSS Center need to provide me with a testing form for each exam, and the form must be turned in to me no later than one week prior to each exam. The student is expected to take the exam during the same time frame (within the designated week) as the rest of the class.

ACADEMIC DISHONESTY

Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty includes cheating on exams and assignments, receiving support from anyone else in the completion of the exam or assignments, plagiarizing from other sources, etc. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity which sets the standards for academic integrity for both undergraduate and graduate students. As a student, you are responsible for upholding these standards. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [Student Honor Council](#).

UMD COURSE RELATED POLICIES WEBSITE

The University has created a UMD Course Related Policies website:

[UMD Course Related Policy](#)

COPYRIGHT

The lectures and course materials that I distribute and provide are protected by federal copyright law as my original work. These materials may not be reproduced for anything other than your personal use in this class. You may take notes of my lectures, but you may not record, reproduce or distribute my materials. Be aware that copyright infringements may be referred to the Office of Student Conduct.

COURSE EVALUATION

As the instructor, I want to ensure that you are satisfied with the course. Please feel free to provide me with feedback, and I encourage you to email me with any questions or concerns throughout the course. Your feedback is welcomed - especially if there is any way I can improve the class or your learning experience.

A university review will be available at the end of the semester at CourseEvalUM. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. The university will also send out an email with the link for the course evaluation.

COURSE SCHEDULE **Schedule may change slightly as we go through the course. All changes to the schedule will be announced via ELMS. Note: Each weekly folder will be available starting at 12:01am Monday morning. Be aware of due dates and plan ahead.

Each week, the folder will close at **11:59pm Sunday evening.** This means that whatever is due that week is due by 11:59pm Sunday.

FINAL EXAM: Please note that the final exam is due by Sunday December 15th at 11:59pm. The exam will become available on Wednesday December 11th. You are permitted to take the exam at any time after 12:01am on December 11th. Please remember that it is due by 11:59 on December 15th so in order to have the full hour for the exam, you must begin the exam by 10:59pm on December 15th.

Course Schedule

DATE	REQUIRED LECTURES	DUE DATES
Week 1 8/26 - 9/1	Introduction Lecture School Crime Sources	
Week 2 9/2 - 9/8	School Crime Trends	
Week 3 9/9 - 9/15	School Crime Theories	<u>Introduction Assignment</u> <u>Due</u> (11:59pm 9/15)
Week 4 9/16 - 9/22	Influence of School Factors (part 1)	
	Influence of School Factors (part 2)	

Week 5 9/23 - 9/29		
Week 6 9/30 - 10/6	Truancy	<u>Exam 1</u> (11:59pm 10/6)
Week 7 10/7 - 10/13	Bullying	
Week 8 10/14 - 10/20	School Shootings (part 1)	
Week 9 10/21 - 10/27	School Shootings (part 2)	<u>Midterm Assignment Due</u> (11:59 10/27)
Week 10 10/28 - 11/3	Zero Tolerance Policies	
Week 11 11/4 - 11/10	The School-to-Prison Pipeline	
Week 12 11/11 - 11/17	Police Officers in Schools	<u>Exam 2</u> (11:59pm 11/17)
Week 13 11/18 - 11/24	School Security/Student Rights	
Week 14 11/25 - 12/1	Restorative Justice	<u>Final Assignment Due</u> (11:59pm 12/1)
Week 15 12/2 - 12/8	Parental Involvement in Discipline	
Week 16 12/9	Prevention Programs	FINAL EXAM DUE BY 11:59pm 12/15

Required Weekly Readings

Week 1: School Crime Sources

National School Safety and Security Services (2019). *School Crime Reporting and Underreporting*.

Indicators of School Crime and Safety (2018) ***Just the Introduction (pages 1-5)**

Week 2: School Crime Trends

Kupchik, A., & Bracy, N. L. (2009). The news media on school crime and violence: Constructing dangerousness and fueling fear. *Youth violence and juvenile justice*, 7(2), 136-155.

Texas School Safety Center (2019). *Prevalence of School Crime*.

Week 3: School Crime Theories

No required readings

Week 4 and Week 5: Influence of School Factors (parts 1 and 2)

Cook, P. J., Gottfredson, D. C., & Na, C. (2010). School crime control and prevention. *Crime and Justice*, 39(1), 313-440.

***Just read:**

Section III. School Inputs (pages 344-356)

Section IV. School Social System (pages 356-377)

Section V. School Culture (page 378-385)

Week 6: Truancy

Baker et al. (2001). Truancy Reduction: Keeping Students in School. *Juvenile Justice Bulletin*.

Week 7: Bullying

Olweus, D., & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American journal of Orthopsychiatry*, 80(1), 124.

Recommended: Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of school psychology*, 48(6), 533-553.

Week 8 and Week 9: School Shootings

Leary, M. R., Kowalski, R. M., Smith, L., & Phillips, S. (2003). Teasing, rejection, and violence: Case studies of the school shootings. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression*, 29(3), 202-214.

Borum, R., Cornell, D. G., Modzeleski, W., & Jimerson, S. R. (2010). What can be done about school shootings? A review of the evidence. *Educational Researcher*, 39(1), 27-37.

Week 10: Zero Tolerance Policies

Martinez, S. (2009). A system gone berserk: How are zero-tolerance policies really affecting schools?. *Preventing school failure: alternative education for children and youth*, 53(3), 153-158.

Week 11: The School-to-Prison Pipeline

Heitzeg, N. A. (2009). Education or Incarceration: Zero Tolerance Policies and the School to Prison Pipeline. In *Forum on public policy online* (Vol. 2009, No. 2). Oxford Round Table. 406 West Florida Avenue, Urbana, IL 61801.

Week 12: Police Officers in Schools

Weiler, S. C., & Cray, M. (2011). Police at school: A brief history and current status of school resource officers. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(4), 160-163.

Week 13: School Security/Student Rights

Beger, R. R. (2003). The "worst of both worlds": School security and the disappearing fourth amendment rights of students. *Criminal Justice Review*, 28(2), 336-354.

Week 14: Restorative Justice

González, T., Sattler, H., & Buth, A. J. (2019). New directions in whole-school restorative justice implementation. *Conflict Resolution Quarterly*, 36(3), 207-220.

Week 15: Parental Involvement in Discipline

Lesneskie, E., & Block, S. (2017). School violence: the role of parental and community involvement. *Journal of school violence*, 16(4), 426-444.

Week 16: Prevention Programs

Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of quantitative criminology*, 17(3), 247-272.