

Crime & Delinquency
Soc 436—Fall 2013
Wednesdays, 12:00 noon to 3:50 p.m. in Appleby Center 270

“It can be said that the first wisdom of sociology is this – that things are not what they seem.”
Peter Berger

Instructor: Dr. Dan Morrison Office: Appleby Center 233 Email: dan.morrison@pepperdine.edu Phone: 310-506-4923 (office) Phone: 615-268-7991 (personal—please, no calls after 9 p.m.)	Web: courses.pepperdine.edu Twitter: @danmorrison Skype: @danmorrison Office Hours: 11:00 a.m. until 12 Noon, Wednesdays Google Hangout Office Hours: 4:30-5:30 p.m. Mondays, 1-2 p.m. Tuesdays and by appointment
--	---

Course Description

The question of crime, and what causes people to commit crime, has been a central question for sociologists from the very beginning of the discipline. This is because our violations of formal and informal social rules, norms, and/or values are central to our definition of who we are as a people, culture, society. We are known by the rules we keep; we know this by *violations* of those rules.

This is an upper division, seminar-style course primarily devoted to understanding and critiquing criminological theory. This means that we will come up to speed very quickly on the major theories of crime as sociologists understand them. We will then use those theories to discuss topics like girl gangs, armed robbery, mass incarceration, the death penalty, and the uses of prison.

Student Learning Outcomes

At the conclusion of this course, students will be able to:

- Summarize complex arguments, extracting key findings from criminology texts.
- Analyze criminological theory and literature for insights into crime prevention strategies.
- Develop actionable plans to reduce crime on the Pepperdine campus.
- Synthesize your learning by reflecting on course content and class activities.

More broadly, you will be able to:

- Summarize and critique major theoretical perspectives in criminology. You will get to practice the analytic skills sociological criminologists use when studying crime and delinquency.
- Apply sociological concepts and perspectives at the micro-social and macro-social levels. You will demonstrate your ability to use the analytic skills you have gained in this class.

Critical Thinking

Critical thinking means many things to many people, but I find Scriven's and Paul's definition useful: "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is ... clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness" (8th Annual International Conference on Critical Thinking and Education Reform, 1987). Developing these qualities will be an overarching goal of the course.

Program Learning Outcomes Addressed by this Course

This course contributes to the sociology program. Specifically, at the conclusion of this course, students will have *developed* the ability to:

- Describe and use the major macro- and micro-level theoretical paradigms in sociology.
- Explain how societies work with regards to social structural and cultural forces.

By taking this course, you will engage in activities that closely match the program learning outcomes listed above. For example, in this course, I require that you produce written work that synthesizes course content and skillfully deploy theoretical paradigms in social sociology.

Institutional Student Learning Outcomes

This course contributes to Pepperdine's Institutional Educational Objectives. Specifically, at the conclusion of this course, students will have advanced in their ability to:

- Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
- Apply knowledge to real-world challenges.
- Think critically and creatively, communicate clearly, and act with integrity.

Course Readings

1. Akers, Ronald L. and Christine S. Sellers. 2013. *Criminological Theories: Introduction, Evaluation, and Application*. 6th Edition. New York: Oxford University Press. ISBN: 978-0-19-984448-7
2. Rios, Victor M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. ISBN: 978-0-8147-7637-7.
3. Davis, Angela Y. 2003. *Are Prisons Obsolete?* New York: Seven Stories Press. ISBN: 978-1-58322-581-3.
4. Sikes, Gini. 1997. *8 Ball Chicks: A Year in the Violent World of Girl Gangs*. New York: Anchor Books. ISBN: 0-385-47432-6.
5. Wright, Richard T. and Scott H. Decker. 1997. *Armed Robbers in Action: Stickups and Street Culture*. Boston: Northeastern University Press. ISBN: 1-55553-323-X.
6. Western, Bruce. 2006. *Punishment and Inequality in America*. New York: Russell Sage Foundation. ISBN: 978-0-87154-895-5.
7. Other readings, as assigned, posted on Courses and/or distributed in class.

Assessing your Learning

You will have many opportunities to demonstrate that you are meeting the learning outcomes I have selected for this course. It is not enough to simply read and recall the definition of concepts and theories in this course. In order to adopt a sociological frame of mind, you must reflect upon and live with, the material we read and discuss in class. Adopting a sociological outlook can be liberating, frightening, and even dangerous to past perspectives. This is to be expected.

1. Reading: No assignment is as important for your progress in learning about crime and criminal justice, and therefore I expect for you to keep up and be an active critical reader. For each class I will ask you to read around 150 pages from a variety of sources, and I will expect you to complete them before class on the day they are assigned. The specific reading assignments and their due dates are listed below in the Course Schedule. To ensure you learn the most from the readings, take notes that help clarify a sense of the author's arguments and their relationships to that of other readings or class discussions. See the section on notes below. Take special notes on concepts that are difficult to understand, ideas that are particularly persuasive, or critiques you may have, since these will aid you in class discussions and assignments. You should submit an electronic copy to me (see below) and print a version for class.

Factored in to your participation/attendance grade.

2. Meet with Morrison: I am requiring each student meet with me **once** during the first three weeks of the semester. During this time, I will have at least one sign-up sheet on my office door (Appleby Center 233). Google Hangout times are also available. Sign up for one of these on Courses using the Sign-up tool. The office door sign-up sheet lists several 15-minute time periods, mostly during my office hours, but other times will also be available by appointment.

Sign up for a time on my door within the first week of class. Factored in to your participation/attendance grade.

3. Reading notes: For ten (10) of our 14 weeks together, you will turn in reading notes. See the guidelines attached to the end of this syllabus. These are due each week after the second week of class. I will collect up to 12 briefs, only 10 will count for your final grade. Example: Notes for chapters 5 and 6 in the Akers and Sellers book are due the day we discuss those chapters in class, Sept. 11. These are graded on a check, check-plus, check-minus, and no credit basis. I may use your notes to help guide the class, and retain them for future semesters. **No late reading notes are accepted. Reading notes must be submitted via Courses, that is, in electronic version.**

20% of your final grade, or 200 points.

4. Two Book Reviews. You will write reviews of three of the following books: *Armed Robbers in Action*; *8 Ball Chicks*; *Punished*; *Are Prisons Obsolete?*; and *Punishment and Inequality in America*. At least one review is due on or before October 23 at the start of class. Another review is due on or before November 20, also at the start of class. **You are strongly encouraged to complete these reviews early in the semester.** Details: No more than 2,000 words. Reviews should identify the core thesis of the book (in other words, what claim(s) is/are the book trying to

make?). Reviews should identify how the book provides evidence for the claim (for example, what steps does the author take to prove her thesis?). Reviews should also evaluate how successful is/are the author(s) in proving their claim(s). Each review should reference one or more criminological theories we are reading for this class. For a great example of a general interest book review, (clocking in at 3,800 words) see <http://bit.ly/18y1C7d>. For more “academic” examples, please consult the criminology and sociology journals available through the Pepperdine Library’s website. *Contemporary Sociology* is a journal devoted to short book reviews. The *American Journal of Sociology*, *Critical Criminology*, *Criminology & Criminal Justice*, etc. all feature reviews. Look at these resources for guidance. I will be checking your reviews for their similarity to published and web sources, so please do not plagiarize. **All book reviews must be submitted via Courses.** More detailed instructions and a rubric will be distributed.

15% of your final grade each (150 points). Total: 30% of your final grade, or 300 points.

5. Public Safety Project. In collaboration with 2-3 other students, you will tackle a public safety problem on the Pepperdine campus. You will prepare a presentation for the class and for representative(s) from Public Safety during the final exam period. It will be helpful for your group to prepare a poster, PowerPoint, or other visual and memory aid. You might find this prevention guidebook for youth helpful in organizing your thoughts, although others are certainly available: <http://1.usa.gov/16Smdnl>. This guide might help you with the presentation itself: <http://bit.ly/14qtoCU>.

The presentation is worth 5% of your final grade, or 50 points.

Individually, you will write two essays and turn in a portfolio on the project.

- The first essay of up to 3,000 words should provide an argument for your approach to the public safety problem you have decided to work on. It should illustrate, clearly and convincingly, your project’s connection to one or more criminological theories we have read about in class and support the claim: “My [project’s] way of preventing [this] crime is the best, theory and research-based approach.” The best essays reference the criminological and criminal justice literature evaluating similar interventions in contexts like ours on the Pepperdine campus. Submit via Courses. Due on the date of the final exam, December 10 at the start of class.

15% of your final grade, or 150 points.

- The second essay of up to 2,500 words offers you the opportunity to reflect upon your learning in this class. You will do this by selecting two or more items from your project portfolio to discuss in your essay. You should structure your reflections around the item, and describe how your understanding of crime, criminals, criminal justice, or other course topics changed by engaging with the item. Submit via Courses. Due on the date of the final exam, December 10 at the start of class.

5% of your final grade, or 50 points.

- Portfolio: You will submit a portfolio documenting all aspects of your work on this project.

Portfolios may include copies of articles consulted, websites visited (print the front page and URL), interview notes, crime statistics. Anything and everything you used in constructing your crime prevention plan may be placed in the portfolio. You may choose to create an electronic portfolio or blog to track your progress (if you do this, only you can control how widely your blog is broadcast across the web, so think before you post). Of course, your instructor must have access to any electronic portfolio. You may also submit a binder with paper and dividers. Submit in class (paper) or online (via a link in Courses). Due on the date of the final exam.

10% of your final grade, or 100 points.

- Your work on this project will be evaluated by your peers.

6. Leading in-class discussion. Each student will be responsible for leading at least one hour of discussion. This means developing good, discussion-provoking questions about the book, theory/theories, or concept(s) of the day; monitoring classroom discussion; ensuring classroom order and decorum; and offering opening and closing comments regarding the topic(s) of the day. You may want to look at this guide: <http://bit.ly/13obH8u>.

7.5% of your final grade, or 75 points.

7. Participation, Attendance, In-Class Assignments: Class participation is absolutely essential if you are to achieve the kind of deep and sustained learning that is the goal of this course. Reading, hearing, and speaking are equally important factors in learning sociology. The course will be more productive and enjoyable if students attend class, ask questions, and contribute their own sociological insights during discussion. For these reasons, I explicitly take participation into consideration when I calculate final grades. No late in-class assignments are accepted.

7.5% of your final grade, or 75 points.

1,000 points total for this class. **Students should plan on attending class and the final exam.**

The Grading Philosophy

“A” 90%+ - exceptional performance—the class and I have learned from your thinking;

“B” 80-89%- honorable performance—you have more to learn and have made a strong effort to do so;

“C” 70-79% - adequate performance—you have more to learn, and have some work to do;

“D” 60-69% - you were “shadow boxing” (you were swinging, but not connecting);

“F” Below 60% - it appears that you will have to re-experience this class.

Specifically, the grading scale will be:

100-93 = A	82-80 = B-	69-66 = D+
92-90 = A-	79-76 = C+	65-63 = D
89-86 = B+	75-73 = C	62-60 = D-

85-83 = B

72-70 = C-

59— = F

Participation counts, as it is a prerequisite for deep understanding. Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address the problem before the end of the semester.

Final Exam

We will meet on the day of the final exam, Tuesday, December 10 from 1:30-4:00 p.m. in AC 270.

Relationship to the Pepperdine and Seaver Missions

This course promotes the mission of both Pepperdine University and Seaver College by introducing students to the perspectives shared by sociologists on crime and delinquency. The course goals, assessments and activities develop students' leadership potential and service-orientation through an understanding of how crime works, and the role of criminal justice in US society. This course also engages students' emotional and social development by encouraging empathetic understanding of the lives of others.

Course Evaluations

The evaluation period opens on **November 27** closes twelve days later. Evaluations are online. I take these evaluations seriously and will do my best to improve my teaching and your learning on the basis of a mid-semester evaluation.

Disability Services

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.

Academic Integrity

Academic Integrity is the expression of intellectual virtue in human beings as a result of their creation in God's image. It represents the convergence of the best of the human spirit and God's spirit, which requires personal, private and community virtue. As a Christian institution, Pepperdine University affirms that integrity begins in our very created being and is lived out in our academic work.

In order for the code to be effective, the community must maintain its health and vitality. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

Academic integrity is a core value for this university, and for our classroom. Any and all forms of

academic dishonesty, including plagiarism, cheating, or deception, will earn the student a zero on the assignment, and possibly removal from the course and referral to the Academic Ethics Committee. If you have any questions regarding what constitutes academic dishonesty, please ask. I will provide you with guidelines on correct citations. It's really upsetting and depressing for everyone involved when this kind of dishonesty occurs; it's especially embarrassing for the student, and it results in a very bad grade. Plagiarism is stealing, so cite, do not steal.

This Course is Intellectual Property

Course materials prepared by the instructor, together with the content of all lectures and any review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (for example: cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Withdrawing from the Course

The last day to withdraw with a "W" on your transcript is October 21, 2013. The last day to withdraw with a grade of Withdraw-Pass (WP) or Withdraw-Fail (WF) is November 27, 2013 by 5:00 p.m.

What You Can Expect From Me

I will be transparent and honest about my grading policies, teaching philosophy, and thoughts on the course. If anything is unclear, please let me know!

I am available to meet with students outside of class during office hours, by appointment, or whenever I am in my office. Feel free to stop by with any questions or to just say hi!

I will arrive to class on time, organized and prepared, and will not keep you past the time allotted.

I strive to grade and return coursework within two weeks and to keep your grades updated online.

I have high expectations of students, confident that they are intelligent, hard working, and deserve to be treated as adults. I also aim to show my respect for your diversity, your beliefs and interests, and the other demands on your lives, both personal and academic.

I am interested in getting to know you. From my perspective, caring about your progress in my class is intimately tied to caring about you as a person and the issues that are relevant to your life.

What I Expect From You

Please be respectful in class. This includes: turning off your cell phone; not sleeping, doing crosswords, or reading unrelated materials; and not being disruptive to those around you.

Students should arrive before class is scheduled to start. Tardiness is disruptive to both the

professor and your peers. Likewise, please do not begin packing up your materials until class has ended.

Please be courteous in your participation, as both a speaker and a listener. I encourage you to focus your discussion on broader society, theory, and course concepts, and to show consideration for all perspectives.

A college degree signifies both mastery of course material and the ability to express that knowledge eloquently. Therefore, students should devote time to the mechanics of their written work, paying specific attention to structure, word choice, grammar, spelling, and punctuation.

Students should regularly check their Pepperdine email accounts and Courses for updates, changes, or reminders. These will be my primary means of communicating with students outside of class.

Course Policies

If you will miss a due date or assessment for a *legitimate* reason, you must notify me beforehand.

I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class and post the information on Courses.

I make a careful effort to grade fairly; however, I am human and might make mistakes. If you suspect an error has been made, please submit a written explanation of your concern to me by the following class session. I will happily correct the grade as appropriate. Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.

Laptops & Cell Phones

Current research suggests that using laptops, cell phones and other electronic devices in class not only distracts your classmates, but also distracts you, limiting focus, attention, and comprehension. For these reasons, please do not use them in class unless directed to do so.

CLASS SCHEDULE

The course should proceed as outlined below. However, I reserve the right to employ the technique of **improvisation** as the students, the class, and the course demand. Such revisions may involve an extra (short) reading. This is the nature of the academic enterprise—you may not know in advance what you need to know in order to do your work well.

Date	Class No.	What you should read for class.	Theme(s) of the class day	Expect to do this in class.	Special Notes/ Your notes
August 28	1	Akers & Sellers, chapter 1 Wacquant, “America as Social Dystopia” and “Inside ‘The Zone’” <i>Courses</i>	Intro to Crim. theory; interpretive understanding	Quiz on what causes crime	Guest: DPS Pepperdine
Sept. 4	2	A&S chapters 2-4	Deterrence, rational choice; bio- and biosocial theories; psychological theories of crime	Learn what makes good notes; discuss the process of leading discussion	Guest: Robert Scholz, Pepperdine Counseling Center
Sept. 11	3	A&S chapters 5, 6	Social learning; social bonding; control theories	Student-led discussion	Reading notes 1 due Eric B. leads discussion
Sept. 18	4	A&S chapters 7, 8	Labeling & reintegrative shaming; Social disorganization and social structure as criminogenic	Student-led discussion	Guest: Sharon Beard, Associate Dean of Students, Judicial Affairs. Reading notes 2

					due Courtney G. leads discussion
Sept. 25	5	A&S chapters 9, 10	Anomie & Strain theory; Conflict theory	Student-led discussion	Reading notes 3 due Sophie W. leads discussion
Oct. 2	6	Sikes: <i>8 Ball Chicks</i> Read: Prologue, Where the Girls Are, Part 1, Part IV, Epilogue, Afterword, and Author's Note & Acknowledgements. (These are pages ix-94, 231-276.)	Women & crime; gang life; gender	Student-led discussion	Reading Notes 4 due Callie M. leads discussion
Oct. 9	7	Rios: <i>Punished</i>	Youth control complex; hyper- criminalization; crime as protest; perilous masculinity; stop and frisk	Student-led discussion; http://bit.ly/ 1eNh7cY Rios TED talk; http://bit.ly/ 16UCKrd ; Stop & Frisk Video	Guest: Dr. Victor Rios 1-1:30 p.m. via Skype Reading notes 5 due Anna S. & Natasha H. lead discussion
Oct. 16	8	Wright and Decker: <i>Armed Robbers in Action</i>	Street culture; desperate partying; qualitative criminology	Student-led discussion	Guest: Dr. Richard Wright via Skype Reading Notes 6 due Elyssa Q. & Crystal J.

					lead discussion
Oct. 23	9	A&S chapters 11, 12	Marxist, Radical, and Critical theories	Professor-led discussion	<p>You must turn in at least one book review today.</p> <p>Reading Notes 7 due</p> <p>Dan M. leads discussion</p>
Oct. 30	10	A&S chapters 13, 14	Feminist theories; integrating criminological theory	Student-led discussion	<p>Guests: Sergeant Giles, Oxnard Police Dept.</p> <p>Jeff Baker, JD. Director of Clinical Education, Pepperdine School of Law</p> <p>Reading Notes 8 due</p> <p>Jessi S. leads discussion</p>
Nov. 6	11	Selections from <i>Peculiar Institution</i> . Available on Courses in the Death Penalty folder.	Death Penalty	Student-led discussion	<p>Reading Notes 9 due</p> <p>Paul S. leads</p>

					discussion
Nov. 13	12	<p>“White Collar Crime Reading Packet” --includes selections from <i>Greed is Good, Profit without Honor, and Trusted Criminals</i>. Available on Courses, in the White Collar/Elite Deviance folder</p>	White Collar Crime	<p>Student-led discussion</p> <p>Video: http://on.cc.com/17WMopp</p>	<p>Guest: SSA Steven Goldman. FBI, Los Angeles</p> <p>Reading Notes 10 due</p> <p>Brittany T. and Sophie W. lead discussion</p>
Nov. 20	13	<p>Western: <i>Punishment & Inequality in America</i> Read Introduction, Chapters 1, 2, 3, 4, 5, 7 and Conclusion. Approximately 160 pages.</p>	Prison Industrial Complex; mass incarceration; race and class	Student-led discussion	<p>You must turn in at least one book review today.</p> <p>Reading Notes 11 due</p> <p>Amy F. and Jessi S. lead discussion</p>
Dec. 4	14	<p>Davis: <i>Are Prisons Obsolete?</i></p>	Race; history; mass incarceration; justice & injustice	Student-led discussion	<p>Reading Notes 12 due</p> <p>Sydney C. leads discussion</p>
Dec. 10	15	Final Exam day		Public Safety Presentation; Peer Evaluation	<p>Portfolio due Project Essays due</p>

Some Tips on Reading for Class[1]

Students have often given me feedback that they have difficulties in getting their reading done for all of their classes. In an effort to help you get things read for this class I provide you with the following tips for reading:

1. **Ask “Why am I reading this article”**

Before you begin reading an article, think about why you are reading it:

- *Are you reading to get ideas for your research project?* If so, read the abstract and/or introduction to see what has been done and the discussion/conclusion to see what questions remain.
- *Are you looking for information related to supporting your own ideas?* Pay particular attention to how the author did her or his research. Take notes.
- *Are you reading it to increase your general knowledge?* Consider how the article fits into your own understanding and how, if at all, it changes your ideas.
- *Are you reading it just because it was assigned to you?* Consider what you think the instructor wants you to get out of it and how it fits with the particular section of the course. In addition, keep in mind the total amount of readings assigned. If there are 10 readings assigned, don't spend all of your time on the first few and skip the remaining readings. Distribute your time evenly. Also, don't assume short readings will take less time! Finally, the assignment of a large amount of readings is an opportunity to learn to efficiently extract information.

2. **Don't just read the article**

Many students approach academic reading assignments as they would reading a novel; trying to read and understand each word. As a result, they often get frustrated, confused, or just plain bored. Keeping in mind why you are reading the article, focus on the relevant sections. Skim the article, looking for key points or interesting ideas.

3. **Put the article in context**

Think about who the author is, why s/he wrote the article, when it was written, how it contributes to other articles of similar topics, how it is useful, etc.

4. **Read actively**

Don't read lying down. If the article is putting you to sleep, you won't get anything out of it. Rather, read in a place where you can think about what you are reading. Be prepared to take notes (see below).

5. **Don't highlight**

Using a highlighter encourages passive reading. Rather than using a highlighter, try using a pen or marker (in a color that stands out) to underline key phrases, make notations in the margins, and to note any questions or ideas that come to you.

6. **Summarize**

Finally, after finishing an article take a few moments to summarize the article. Using a single sheet of paper, write on the top half of the paper what the author said. Use the bottom half of the paper to write what you think about what the author said, including any questions or ideas that came to mind.

^[1]The material in this handout was adapted from the following articles: Stephen P. Borgatti, U. of South Carolina, "How to Read (a Journal Article)" [http://www.analytictech.com/mb870/How_to_read.htm], Christian H. Jordan and Mark P. Zanna, U. of Waterloo, "How to Read a Journal Article in Social Psychology" [<http://acsu.buffalo.edu/~jtj3/howto.html>], & "How to Read a Journal Article" [http://defiant.ssc.uwo.ca/Jody_web/Culham_Lab_Docs/Advice/how_to_read_a_journal_article.htm] and from Dr. Tracy Ore's Introduction to sociology and social psychology syllabus.

Reading Notes Guidelines

“Why are we doing these?”

Reading notes are an effective way of ensuring that you read and understood the material from class. Reading notes incentivize reading and reward students who come to class prepared to discuss the material. When we’ve all read, we can spend our class time focusing on understanding and applying the material to our lives instead of spending all our time repeating out loud what is printed in the texts. Taking notes as you read reinforces learning and will better prepare you for your public safety project and writing assignments. Plus, they really help when leading discussion.

Furthermore, being able to distill a lot of information down to it’s most important ideas is a very valuable skill in today’s economy. We live in a world with too much information, consumption is free, understanding is easy, but curating the important information out of the flood of facts is difficult, rare, and highly compensated.

What Makes Reading Notes Good or Bad?

Reading notes that cover every piece of information are just as bad as reading notes that don’t have all the important pieces of information. I want you to pull the needles from the haystack. If you turn in the haystack (needles and all) it’s just as valuable as if you turn in nothing. Your reading notes need to boil down the texts to their most important points with a few supporting facts to help your reader understand the full scope of the text.

Things To Look For:

- What is the purpose of this text? Why did the author(s) write it?
- What are the key questions the author(s) is trying to answer or address?
- What is/are the main conclusion(s) the author(s) come to?

Directions:

- Reading notes must be typed and include page numbers **and submitted via Courses**. It’s a good idea to bring your notes to class in paper copy.
- Your reading notes must use outlines and the information must be presented in a way that is easy for the reader to understand and follow.
- Your notes must cover all of the important material from the texts: there is no page limit/minimum.
- You are encouraged to use quotes, but they need to be shorter than 2 lines and you may only use 3 of them per reading note. If you use quotes, you must cite the source with a page number.

How To Outline:

- Main Point (in a concise sentence).
 - Supporting ideas and/or explanations of the main point. (sentence or paragraph)
 - Explanation of sub-points. (sentence or paragraph)

Example:

- Reading notes structure & present their information in an easy to consume manner.
 - Supporting ideas
 - Supporting ideas help us understand what the main point is trying to say. These are especially needed when the main idea is complex.
 - Illustrative examples
 - Sometimes an example is the best way to convey an idea.
 - When I was an undergraduate I struggled to organize my ideas, but after I learned how to write good reading notes I became a much better communicator.
 - Brief quotes
 - Seth Godin encourages us, “to think of ideas like dandelion seeds; have lots of them and one will flourish.” (Godin 2010 Pp 213)

Grading Rubric:

Notes will be graded with one of four marks. These marks will represent how well the student's notes synthesized the material, organized their notes clearly, and how well the notes demonstrate understanding.

	Synthesizes Material	Organized Clearly	Demonstrates Understanding
Check plus 20 points	Notes cover all of the main points of the reading with enough detail for the reader to understand them thoroughly. Notes are not overly detailed. Quotation directions are followed.	Notes are easy to read and use a clear outlining style.	After reading it's clear the student had a near mastery understanding of the reading.
Check 17 points	Notes cover most of the main points OR notes cover far too much of the details in the reading. Quotation directions are followed.	Notes are mostly clear and easy to read. The outline style was inconsistent, but able to be followed.	After reading it's clear that the student adequately understood the reading.
Check minus 12 points	Notes barely cover all of the main points. Quotation directions are not followed.	Notes are difficult to read and/or the outlining style is a barrier to reading.	After reading it's clear that the student did not adequately understand the reading.
No credit 0 points	The synthesis is incomplete, inadequate, and unacceptable.	Notes are unclear and outlining style is unacceptable.	Notes made it impossible to ascertain if the student understood the reading.

Submission Schedule: See the Course Schedule. All reading notes must be submitted via Courses.

Collaboration: Students are expected to do their own work and write notes that are their own intellectual work. No copy/pasting your classmates work. Copying is academically dishonest and will be pursued accordingly.

Acknowledgement: Nathan Palmer

Source: <http://bit.ly/176G7ZF>

