

Attention!

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*. Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!

Psychology 5684

Delinquency

Spring 2022



Course Overview

This is an advanced psychology course designed to increase students' knowledge of the etiology, development, course, and interventions for juvenile delinquency. Using the research literature in this content area, we will practice several key skills crucial to success in graduate school and valued by employers. By the end of the course, students will have a clear understanding of the recent findings in the study of delinquency, be able to find and communicate research findings effectively, and identify/explore/understand the important moderators and mediators that affect delinquent behavior.

This course will include some lecture-style instruction, but will primarily rely on discussion and other experiential learning strategies. Therefore, please be sure to complete assigned readings before class sessions so you can be appropriately active during class time. "Appropriately active" means you will show your preparedness by participating daily in discussions/activities and will also demonstrate respect for your fellow students by not dominating class discussion time.

Learning Objectives

By the end of this course, students will be able to:

1. Use and evaluate theories to explain & predict antisocial behavior in late childhood and adolescence (APA 1.1)
2. Develop a comprehensive strategy for locating relevant scholarship regarding delinquency to address psychological questions; read and summarize complex ideas accurately from psychological research (APA 2.2)
3. Be an informed consumer of research and a critic of unsupported claims about behavior (APA 2.4)
4. Predict and explore how interaction across racial, ethnic, gender, and class divides can challenge conventional understanding of delinquent behavior and developmental processes (APA 3.2)
5. Identify intervention approaches that have empirical support with antisocial youth and explain the factors associated with their success (APA 3.3)
6. Create coherent and integrated oral argument based on pertinent psychological literature regarding delinquency (APA 4.2)

7. Collaborate successfully on small group classroom assignments (APA 5.4a)

Transferable Skills

Students in this course will develop and practice the following skills that employers find particularly valuable:

- 1) Critical thinking, decision-making, and problem solving
- 2) Teamwork
- 3) Project management
- 4) Communication
- 5) Information literacy

Materials

- Chapters/Articles from peer-reviewed journals (will be posted on Carmen)
- Please bring a device that allows you to access the internet and view and/or edit articles/documents to every class session. Laptops and tablets are better than cell phones, but smart phones will work.

Office Hours

In person office hours are available on Mondays from 9:00-10:00 am BY APPOINTMENT ONLY. I am requiring appointments for all in-person meetings in an attempt to prevent crowding in my small office space to help keep all of us as healthy as possible in the current health environment. When COVID rates decline, I will return to regular “drop in” type office hours. Until then, please email for an appointment.

Office hours by zoom: Thursdays 1:00-3:00pm (zoom link can be found on the Carmen home page and in the pages tab).

I plan to be on campus on Mondays, Wednesdays and Fridays, I hold regular office hours, and am available for appointments or email exchanges at other times. Please be an active consumer of your education and use these resources as often as is helpful to you.

Pandemic Work-arounds

- 1) I will do my best to be accommodating and patient while navigating the frequent changes that have been the norm since the start of the pandemic. I ask you to please do the same.
- 2) Please take good care of yourself, especially if you become sick or test positive for COVID.
- 3) Please be assured I wish you well and assume you have a valid reason for missing class -- there is **no need to email me simply to alert me that you will not be in class**. I anticipate not being able to respond individually to every student who writes to tell me they are sick. However, please email before the due date if your illness is going to interfere with completion of a course assignment.
- 4) Please be sure to check Carmen announcements and your email regularly. In the event of instructor illness, need for isolation/quarantine or inclement weather, class sessions might be temporarily moved to a zoom format. If that occurs, I will post an announcement and email the class list ASAP (but no later than 6:00 am on the day of class).

Coursework

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE
Attendance and Participation (lowest 2 scores will be dropped)	15%
Attendance at Learning Pathway Presentations	8%
Exploration of Empiricism (2 presentations, 11% each)	22%
Delinquency Quizzes (7 total, lowest score will be dropped)	20%
Project	17.5%
Learning Pathway Presentations	17.5%
Learning Community Service	Extra Credit

See course schedule below for due dates.

A. ATTENDANCE AND PARTICIPATION (TOTAL 15%)

Description: On most class days there will be an opportunity for participation/reflection on various learning activities. The purpose of these assignments is to help you: a) engage in integrative thinking about course topics; b) think critically about psychopathology; c) increase psychological information literacy. Assigned activities will incorporate each week's topic, including readings, discussions and/or videos. Some activities will be completed within assigned groups and some will be completed individually.

This class is designed to include a large percentage of active learning strategies which are only possible when students are physically present and engaged in the classroom. Typically, the only way to get these points is to be in class that day – no make-ups, no exceptions. This semester, because of the ongoing pandemic and the high likelihood of illness-related absences, an alternative to in-person participation will be available. Attendance/participation submissions MUST be submitted by 6:00 pm on assigned date. Students who use this alternative to in-person attendance for more than 4 class sessions (2 weeks of class) should be prepared to have a conversation with the instructor and provide medical documentation if requested.

In order to account for the random events that often keep people from attending classes, **I will also drop your 2 lowest scores in this category.**

B. ATTENDANCE AND PARTICIPATION FOR LEARNING PATHWAYS (TOTAL 8%)

Description: Peer collaboration and review is an important part of science and academia. Being present for your peers' presentations shows respect for their work and engagement in the community.

- ☞ If you are unable to attend a Learning Pathway Presentation session(s), you will be given an alternate assignment to earn the available points. Medical or other documentation will be required to obtain the alternate assignment.

C. EXPLORATION OF EMPIRICISM (TOTAL 22%)

Description: Reading research is difficult, time-consuming, and a skill that needs practice. An empirical article will be assigned as required reading for most classes this semester. Starting January 28th, a randomly assigned group of students will briefly (~15 minutes) present a summary of the assigned article for each pathology topic. Each group will complete two presentations during the semester.

- ☞ If you are unable to attend your Exploration of Empiricism presentation, we might be able to reschedule for the following class period. If this is not possible, you will be given an alternate assignment to earn the available points. Medical or other documentation will be required to obtain the alternate assignment.

D. DELINQUENCY QUIZZES (TOTAL 20%)

Description: Each student will take 7 quizzes (lowest score will be dropped). Quizzes will be open-book, open-note and include a combination of T/F, Multiple Choice, Fill in the blank and/or Short Essay questions. **If you are unable to take a quiz** during the scheduled window, you will need to contact me as soon as possible **BEFORE THE QUIZ OPENS** to discuss your options. Please note that medical documentation of severe illness may be required. Travel plans, including non-refundable airline tickets, will not be accepted as a reason to reschedule a quiz.

If you miss a quiz without pre-approval of the instructor, it is most likely that you will receive a zero for that quiz. If you feel you have legitimate extenuating circumstances that made it impossible for you to contact the instructor before the quiz, you are welcome to present your case to the instructor. The instructor's decision about make-ups in these situations is final.

Academic integrity and collaboration: You may study with other students and ask questions of instructional staff as much as you like before the exam window opens. You may use your notes, any study aides you personally created and your textbook as you like during the exam. You may not use materials created by anyone other than yourself. Asking for and/or receiving information about the quiz/exam from a student who has already completed it is cheating. Giving information about the quiz/exam to other students is also cheating. Cutting and pasting any part of a response, whether from your own writing or not, is not permitted.

E. PROJECT (TOTAL 17.5%)

Description: To connect class with the outside world, you will complete an activity outside of class that is related to course topics

- ☞ Here is what you will do to earn your credit:
 - ☞ Complete the activity on the assigned topic (see Carmen assignments tab for information)
 - ☞ Answer the prompts provided on Carmen in the requested form.
 - ☞ Submit your form to Carmen by the due date

F. LEARNING PATHWAY PRESENTATION (TOTAL 17.5%)

Description: There are many different ways to learn and each has its strengths and weaknesses. In this class, I'd like to give you an opportunity to choose your own learning pathway for part of your grade. This will hopefully allow you to individualize your methods of obtaining information about abnormal psychology while still demonstrating mastery of key concepts and processes.

Every student will choose **one** of the following learning pathways:

Emphasis on group process

Perhaps you are a strong extrovert and find it energizing and exciting to share ideas and problem-solve with peers. Perhaps you are looking for a way to develop your group skills. Perhaps you have a very flexible schedule and hope to find some people with common interests to share your time with. If this is your choice for learning in this class, you will complete a group presentation on a topic of your choice.


Emphasis on individual scholarship

Perhaps you are a strong introvert and find it energizing and exciting to explore and think about ideas independently. Perhaps you have a very busy schedule and know that trying to find multiple times to meet and work with a group will be difficult this semester. Perhaps you had a very bad recent experience with group work and are not yet ready to immerse yourself into that type of learning opportunity. If this is your choice for learning in this class, you will research and individually present a "learning moment" to your classmates on a topic of your choice.

Emphasis on applying your knowledge

Perhaps you are a hands-on learner and find it energizing and exciting to analyze real world behaviors in terms of theories and principles you've learned about in class. Perhaps most of your courses involve a lot of reading and written work and you want to do something a little bit different in this course complete an additional project on a topic of your choice and share with the class (individual presentation).

G. LEARNING COMMUNITY SERVICE (EXTRA CREDIT: .5% for each activity)

 Description: Due to the effects of the ongoing pandemic and the current covid variant, there is a higher possibility of class absences due to illness this semester. To support the learning of students who are unable to physically be present in the classroom, students can sign up to be a class note-taker and/or a class session zoom coordinator. Each student can sign up for UP TO TWO service activities this semester. Please be sure you arrive on time and ready to be fully engaged for the entire class session if you sign up to provide one of these services. The link to sign-up genius is available in the pages tab and in the announcements on Carmen. I am glad you are reading the syllabus so carefully! Email me by 2:20 pm on Friday 1/14 with "5684 syllabus EC" in the subject line and you will earn some extra credit.

Class Note-Taker: to earn extra credit, you will sign up for a specific class session, arrive to class on time, take careful and complete notes (no photos of slides) and submit by email to Dr. Rudy for posting within 24 hours of the end of class. You will earn note-taking credit when you submit notes under these parameters even if 100% of students are present in class on the date you signed up for.

Zoom coordinator: to earn extra credit, you will sign up for a specific class session, create a zoom link and email to class list, arrive to class on time, sit in the front row to make the zoom experience as complete as possible, monitor chat and ask any questions posted by students in the chat. If 100% of students are present on the day you sign up, you will not need to provide zoom coverage and will still earn extra credit. Please note: you will need to have a separate device to designate for zoom (in other words, don't plan to take notes on your laptop if that will also be the zoom screen). I anticipate there will be some glitches and obstacles with this – please be patient as we attempt to find solutions.

Grades

☛ Grading scale = University standard

Grade	%	Grade	%	Grade	%	Grade	%
		B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-100	B	83-86.9	C	73-76.9	D	60-66.9
A-	90-92.9	B-	80-82.9	C-	70-72.9	E	Below 60

Attendance

- ☛ All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.
- ☛ If you miss a class, you are responsible for all material covered, as well as any announcements made in your absence. I do **not** provide copies of my slides or notes under **any** circumstances. Please see information about learning community service options to gain access to information presented in class.
- ☛ Students are always welcome to come to office hours to look at my slides and write any notes they wish from them, regardless of whether they attended class or not.

Make-up Policies

☛ Participation Points

An alternative to in-person participation will be available for students who are unable to attend class due to illness. In addition, your 2 lowest scores in this category will be dropped. Please notice slightly different criteria for Learning Pathway presentation attendance.

☛ Exploration of Empiricism

An attempt will be made to reschedule your group's presentation if you cannot attend due to illness. If this is not possible, you will be given an alternate

assignment to earn the available points. Medical or other documentation will be required to obtain the alternate assignment.

💡 Projects

The project due date is on the syllabus, will be announced on the first day of class and will not change. Early submissions are welcome. Projects submitted within 24 hours after the due date will be graded with a 50% penalty. I urge you to complete and turn in the projects in a timely manner. Reasons including (note that this list is not comprehensive) my computer was not working properly, I was unaware that the deadline was at 8:00am instead of midnight, I was stuck in traffic/had to work overtime and could not submit at 8:00 am and I completely forgot about this project will **NOT** protect you from the late penalty.

If you turn in the project more than 24 hours after it is due, it is most likely that you will receive a zero for that assignment. If you feel you have legitimate extenuating circumstances that made it impossible for you to complete the assignment by the deadline, you are welcome to present your case to the instructor. The instructor's decision about make-ups in these situations is final.

💡 Learning Pathway Presentations

These are class presentations and are designed to be experiential, so make-ups will only be considered under the most emergent of situations.

Please check the dates for your presentation day and be sure that you can be here – switching dates is only possible before the pathway presentations have started. Under no circumstances will a make-up be considered without clear documentation from a professional medical source that demonstrates that you were medically precluded from attending class on the date in question.

You must contact me regarding your emergency **prior to** the missed day with your documentation so that we may work together to determine if you are eligible for a make-up.



"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

You Can Expect from Me...

- 🔊 **Respect** for you and your contributions to this course & help mastering material
- 🔊 **Thoughtful consideration** of your ideas & sincere effort to answer your questions
- 🔊 **Consistent access** through email and appointments
- 🔊 **Fairness:** I will not offer any one student an opportunity to earn points that I do not offer the entire class; I will not alter or award points to any student any points they did not directly earn – please do not ask me to violate this ethical code.
- 🔊 **Prompt responses**, including returning emails within 48 hours and posting scores for graded work in a timely fashion
- 🔊 **Trust** that you are a capable individual and will therefore complete the responsibilities associated with this class and accept responsibility for any failure to do so
- 🔊 **Mindful Focus During Class Meetings** - I do leave my cell phone on vibrate during class in case of emergency, I will NOT answer the phone during class if it is not an emergency; I will not check my email, social media, or texts during class without reason to believe it is an emergency

I Will Expect from You...

- 🔊 **Respect** - for the views & backgrounds of everyone in the class & use of appropriate speech and behavior (APA 3.2, 4.1)
- 🔊 **Openness** - to new ideas & ways of looking at the topics
- 🔊 **Mindful Focus During Class Meetings** - please do not check email, social media, texts, phone messages, interesting internet sites that are not course-related during class meetings. If you have an emergency, please leave the room to handle it & plan to stay home that day if you would rather interact with material that is not course-related.
- 🔊 **Timely arrival** for class & attendance for the entire class period. If you cannot avoid being late (or know that you have to leave class early), please sit in the back to avoid disturbing the rest of the class during lecture.
- 🔊 **Preparedness** - Completion of readings BEFORE class
- 🔊 **Honesty** - DO NOT CHEAT IN MY CLASS! It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>)

Student Stress

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the term are encouraged to contact the **OSU Counseling and Consultation Service** (614-292- 5766; <http://ccs.osu.edu/default.aspx>) for assistance, support and advocacy. This service is free and confidential.

Disability Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu/> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

My Expectation of Student Behaviors

BEFORE CLASS:

"A" students

Complete assigned readings BEFORE CLASS with thoughtfulness and attention

Integrate material from readings with other knowledge, including:

- identifying consistencies and inconsistencies
- considering various explanations for the inconsistencies

Think about the empiricism behind the information presented in the readings

Consider alternative methodologies or analyses that could address key issues related to the topic

"B" students

Complete assigned readings, most of them before class

Identify important themes and consider how they relate to other knowledge

Understand research methods described in the readings

"C" students

Complete part/some/most of the assigned readings at some point in the semester

"D" and "F" students

Do not complete the assigned readings

DURING CLASS:

"A" students

Arrive on time, able, ready, & willing to focus on class content and activities

Are prepared with thoughts/ideas/questions to share with the class

Share on-topic, thoughtful, helpful, interesting comments/observations/questions with the class

Do not monopolize class discussion time

Show leadership skills during small group discussions and activities

Are 100% successful at resisting the urge to misuse technology during class

"B" students

Arrive on time, ready to focus on class content and activities

Consider thoughts/ideas/questions posed by others in class

Willingly share thoughts/ideas/questions in small groups, occasionally with the entire class

Are 75% successful at resisting the urge to misuse technology during class

"C" students

Arrive on time, are somewhat distracted but make an honest effort to engage during class

Listen carefully to comments, observations and questions shared by others in class

Occasionally share ideas with small groups, rarely with the entire class

Are about 50% successful at resisting the urge to misuse technology

"D" and "F" students

Arrive on time but are too distracted, sleepy, hungry or otherwise not ready to be fully engaged in class

Spend class time studying for another class, sleeping or engaged in misuse of technology