UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: CJ
Course Title: Victimology

Year: 2025
Course and Section #: 3300.X02
Credits: 3

Course Description

Presents historic treatment and emerging roles of the crime victim in the criminal justice process. Investigates problems and dilemmas faced by crime victims and victimization risk factors. Studies systemic and societal creation of victims, relationships between victims and offenders, crime victim compensation, and reparations.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Bobbi Kassel

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Explain the history of victimology.
- Describe various victimization theories and victim's rights movements.
- Outline crime statistics in the United States with particular emphasis on how crime data is collected.
- Identify the problems and dilemmas of crime victims.
- Outline how the criminal justice system interacts with crime victims.
- Outline the various career opportunities within the field of victimology.
- Execute a service-learning project with an organization that assists crime victims.

Course Materials and Texts

Required materials, fees and technology

- Access to a computer, webcam, and reliable internet connection
- Access and ability to use word processing software
- E-book: Crime Victims, an Introduction to Victimology, Karmen, 10th Edition
- See UVU Free SoftwareLinks to an external site.

If you have **opted in to Wolverine Access**, your course materials are already paid for, and you won't be required to purchase additional course materials.

This course requires an online learning platform called MindTap, through Cengage publishing. Follow the instructions below to get started. (MindTap gives you access to the e-book for this class, along with some interactive assignments.)

You can access MindTap, from the Modules on our Home page. When you click on the links to the MindTap readings and assignments, you will be prompted to sign in with your Cengage account (if you are new to Cengage, you can create one). Once logged in, you will have access to the MindTap course materials, if you stay opted in to Wolverine Access. If you opt out of Wolverine Access, you will see a paywall and will be prompted to pay for access directly from your Cengage account.

Here is a video tutorial on how to access MindTap from Canvas for the first time: https://startstrong.cengage.com/mindtap-canvas-ia-yes/Links to an external site.

Need additional help gaining access to MindTap? Cengage has live agents to assist you.

Cengage Virtual Office Hours for Students

January 13th thru February 7th (excluding MLK DAY)

| M-F | 8am to 2pm PST | 9am to 3 pm MST | Access Office Hour Zoom links hereLinks to an external site.
If outside of these virtual office hours, students can visit this link: Cengage Tech SupportLinks to an external site.

Course Requirements

Course Assignments, Assessments, and Grading Policy

How This Course Works

Course Mode / Attendance: ONLINE

This is a fully online course--No livestream component AND No required class meetings. Online learning offers the convenience of continuing your education regardless of your access to the physical classroom. Be aware that online courses at UVU have regular due dates and must be completed within the term you are register. You are expected to attend class online each week and participate in all activities. Absence from our online class makes it extremely difficult to be a successful student.

Description of how course works:

For this **three (3) credit-hour** course students should expect to spend up to **9 (+/-) hours a week** for a full semester and **18 (+/-)** for a BLOCK class completing course activities.

Canvas is where content, grades, and communications will reside for this course.

Teams may be used for virtual office hours and 1-1 professor student meetings by appointment.

This is a service learning course that will allow you to meet community-identified needs within organizations that serve victims of crime, enhance your knowledge of victimology, strengthen the community, and encourage in-depth understanding of victimology. The project will take a minimum of 20 hours and require a presentation at the end of the semester to showcase the project, as well as a reflective essay on your individual experiences. (Note: victims of crime must be human in nature. I have had students ask about helping organizations that deal with animals and although animals can be victims of crime, for the purpose of this class and project, animal organizations will not be considered.) Projects must be done individually. You may not use a project you are completing in another class.

The service learning project is one of the course learning outcomes; however, you always have the option to not complete the service learning project in this class. You will miss out on the 150 points, but if you do well on everything else in the class, it is possible to still earn a B in the class. This may be a better option for some of you. **If you choose to opt out of the service learning project, please email me within the first 4 weeks of class.**

I have the lessons neatly organized on the Home Page of our course. Accessing your weekly assignments is easiest by clicking on the 'Home' tab on the left side of our course page. You will see that I have module overviews followed by the MindTap reading/assignments followed by Canvas assignments. (Your Canvas assignments directly align with your reading, so complete your reading assignments first so you can incorporate what you have learned into your Canvas assignments.) To be successful in this class, always incorporate information from the MindTap reading assignments into all the Canvas assignments. The Canvas assignments were created with the reading in mind and all the information needed for the majority of the Canvas assignments will come directly from your reading assignments. Finally, don't forget to include your e-book as one of your references.

Once you have completed the Course Orientation module material, begin with Module 1.

This course is full of engaging assignments, from video discussions, to format of choice (FOC) assignments, to written papers, to reflections journals, to quizzes, to presentations, to learning from criminal justice professionals, and finally to providing service to community organizations.

Assignments are due weekly, Sunday evenings by 11:59 pm. Get a jump on your homework each week. I recommend checking the course Announcements with each login so you don't miss any important information. I also highly recommend logging into class at the beginning of each week to get an idea of the homework that will be needed for the week, then plan your week accordingly. If you decide to wait and look at your homework on Sunday morning for the first time in a given week, you will not have enough time to complete your assignments.

You may work ahead in this course--EXCEPT for the discussions. Online discussions are more robust when they are an actual discussion, not just a public post. It helps us have a better discussion when we are **all posting during the same time period**.

As a student you can expect this course to challenge and engage you as a learner. You will be expected to engage in class discussions, complete papers as required, and participate in engaged learning activities.

I will post **Announcements to the class often, please check those regularly** so you don't miss important information. I will also provide you with comments and feedback on your assignment submissions. **Check your Submission Comments regularly** for feedback on your assignments.

Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates***.
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the* [Service DeskLinks to an external site.](#).
- *Check class Announcements and Submission Comments regularly.*
- *Abide by ethical standards. Your work must be your own.* ***Submitting work that is not your own will not be tolerated in my class and students will receive a failing grade for the course "E" in addition to being reported to the Student Conduct and Dispute Resolution office for recommendation of removal from the institution.***
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to emails within two business days. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

Grading and Late Work Statement

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	95-100

A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
E	0-59

Assignment Categories

Activity	**Points**
Assignments	220
Discussions	30
MindTap	72

Activity	Points
Reflection Journals	110
Quizzes	229
Final Exam	100
Service Learning Project	150

Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term and you are allowed to work ahead. **Discussion participation must occur as per the due dates.**

In the event that you will not be able to meet a due date, contact your instructor as soon as possible. If you are unable to contact the instructor ahead of the due date, you will be expected to provide appropriate documentation such as a doctors note to be allowed to turn in an assignment late.

Assignments submitted after the due date, will receive deductions in points. Assignments may be submitted up to one week late for up to one-half of the total points. Assignments will not be accepted if more than one week late. There will not be any extra credit opportunities available in this class.

Assignment and Assessment Descriptions

Assignments:

One of your first assignments is to complete the syllabus quiz. It is important that you familiarize yourself with the syllabus (this document) and all of the information in the Course Orientation module. This quiz is multiple/choice, true/false and must be taken as many times as necessary to receive a perfect score. This will ensure that course expectations are clear. A perfect score on this quiz releases the full course materials.

Assignments consist of written papers and format of choice (FOC) assignments.

(If you are re-taking this course, you may **not** use assignments you submitted in a previous semester.)

Helpful Hint for maximum points on Assignments and Discussions: Every assignment and discussion aligns directly with your textbook and assigned reading/videos in the Lesson Overviews. READ/WATCH ALL THE MATERIALS mentioned in each Lesson Overview BEFORE completing your assignments. Reference your textbook, other assigned reading, and videos in EVERY assignment and discussion. Points may be deducted for not referencing the materials in the Lesson Overview.

Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is on **Sundays**. Follow up comments are due by the Sunday following the due date. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the **Sunday** following the due date. After this, posts will be marked late.

The discussion settings are set so that you must post to the discussion before you will see any of your classmate's posts.

Revelation of Personal Information

This course addresses topics that are personal in nature. You are encouraged to participate in class discussions, but you are not required to share personal information with classmates. Also, you are advised to use discretion in self-disclosure with classmates and the instructor. It is anticipated that fellow students will be respectful and not disclose information that is shared on the discussion board, but the instructor cannot guarantee confidentiality of information. Thus, you are responsible for the information that you share, and should not share information that you do not want others to know.

Assessments:

Each module will include a quiz. The quizzes are open book and timed. I recommend studying the material prior to beginning the quiz because you won't have enough time to look up answers to every question.

Reflections are included in each module to help you reflect on the things you learned. These will also help you complete the final reflective paper in this class.

There will be one comprehensive final written exam due at the end of the semester.

Required or Recommended Reading Assignments
All required readings use chapters from the course text that align with the schedule below.

General Description of the Subject Matter of Each Lecture or Discussion

Module	Assignments
Orientation	- Syllabus Quiz - Update Profile/Notifications - Getting to Know You Video
1	- Chapter 1 Reading - Chapter 1 You Decide - SL1: Participation Agreement - M01: Quiz 1 - M01: What is Victimology Reflection

Module	Assignments
2	- Chapter 2 Reading - Chapter 2 You Decide - M02: Social Movements - SL2: Research Organizations - M02: Quiz 2 - M02: Social Movements Reflection
3	- Chapter 2 Reading, Continued - M03: Proposing and Enacting Pro-Victim Legislation - SL3: Present Idea to Instructor - M03: Quiz 3 - M03: Pro-Victim Legislation Reflection
4	- Chapter 3 Reading - Chapter 3 You Decide - M04: Crime Statistics - SL4: Make an Appointment - M04: Quiz 4 - M04: Measuring Victimization Reflection
5	- Chapter 5 Reading - Chapter 5 You Decide - M05: Crime Victimization Theories - SL5: Meet with Organization - M05: Quiz 5 - M05: Theories of Criminal Victimization Reflection
6	- Chapter 6 Reading - Chapter 6 You Decide - M06: Professional Interviews - SL6: Scope Your Project - M06: Quiz 6 - M06: Victims and the Police Reflection
7	- Chapter 7 Reading - Chapter 7 You Decide - SL7: Written Proposal - M07: Quiz 7 - M07: Victim's Rights and the Criminal Justice System Reflection
8	- Chapter 12 Reading - Chapter 12 You Decide - M08: Restitution vs. Compensation - SL8: Implementation (modules 8-11)

Module	Assignments
	• M08: Quiz 8 • M08: Repaying Victims Reflection
9	• Chapter 9 Reading • Chapter 9 You Decide • M09: Discuss Domestic Violence • SL8: Implementation (modules 8-11) • M09: Quiz 9 • M09: Victims of Violence by Lovers and Family Members Reflection
10	• Chapter 10 Reading • Chapter 10 You Decide • M10: Discuss Sexual Assault and Rape • SL8: Implementation (modules 8-11) • M10: Quiz 10 • M10: Victims of Rapes and other Sexual Assaults Reflection
11	• M11: First Responders as Secondary Victims • SL8: Implementation (modules 8-11) • M11: Additional Groups of Victims with Special Problems Reflection
12	• SL9: Close-out Letter / Time Log from Organization • SL10: Showcase Projects • SL11: Reflective Essay
13	• M13: Final Reflections Paper • SRI

Required Course Syllabus Statements

Generative AI

Use of AI in this class:

- AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

  The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

    o   Brainstorming and refining your ideas;
    o   Fine tuning your research questions;

- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student's work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

- *adapted from Temple UniversityLinks to an external site. statement on AI in classes.*

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.