

Additionally, this outcome will be assessed through the research paper

4.

Other Readings

Additional articles and readings are posted in the [course schedule](#) at the end of this document. These assigned readings are subject to change with notice through Canvas in the weekly overview page. Access to and links to required reading not found in the textbook will be available on Canvas™ in the weekly overview page.

Other technology Requirements / Equipment / Material

Students will need dependable access to a computer and internet with capacity to stream videos and complete online quizzes and exams. Students also need to have working headphones for listening to lectures and videos. Students will also need to be familiar with software associated with Canvas.

It is the responsibility of the student to ensure adequate internet access throughout the semester, including reliable access for the time-specific final exam. Please be advised that coffee shops and internet cafes often do not have adequate bandwidth for online exams, and disruptions to the exam can be quite stressful.

Online exams require the use of Respondus Lock-down and may require camera monitoring. It is the student's responsibility to ensure compatibility between Lockdown Browser and their computer. If you have trouble in the orientation quizzes, be sure to work with the help desk to resolve issues before the midterm exam (Q3).

Library Liaison

Nyle Monday

Email: nyle.monday@sjsu.edu

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Course Requirements and Assignments

If you wish to challenge a quiz or exam question, you can submit a brief statement in support of your answer. The support must be based on material presented in this course (readings or lectures); specific citation must be clearly noted, including page number. Your challenge must be submitted through Canvas email within 24-hours of the close of the examination. If grades are posted after the close of the exam/quiz, challenges must be submitted within 24-hours of the posted grade.

Engagement & Participation (34% of grade)

Engagement & Participation activities include reflections and online discussions and collaborative projects. Participation activities are designed to facilitate learning and integration of material. In addition to lectures and videos, learning activities are our online classroom. Participation activities are subject to change to best facilitate the learning process. Activities are outlined in the weekly overview pages. Changes to activities from the posted course schedule will also be noted in the overview page.

Reflections. Reflections are used to connect content to personally relevant prior learning. Sometimes this involves personal experience. If students choose to relate personal experience - be assured - all personal disclosures will be handled confidentially, unless such disclosures suggest a threat of harm to self or others, in which case information will be shared as needed to mitigate the risk of harm. All disclosures will be handled respectfully.

Discussions. Similar to reflections, discussions are intended to enhance learning. At times, students choose to share personal experiences. All posts within our course are considered confidential and should not be shared outside the class. Please respect disclosures by ensuring what is said in our class, stays in this course unless there is risk of harm. Any concerns should be brought to the attention of the instructor as soon as possible.

On-line, graded discussions are used to facilitate student exchange and dialogue. Discussions provide an effective forum for integrating complex concepts. Posts are intended to specifically reflect course lecture and assigned reading. You may also extend that learning with connections to other sources or concepts from other modules. The goal is to expand perspectives and understanding; this includes – if not requires - disagreements and divergent thinking. Because of the value for diverse perspectives, it is important that all students adhere to an ethic of respect.

Please pay close attention to posting deadlines included in the discussion instructions. Initial post deadlines are earlier than discussion due dates. The deadline for initial posts are typically Thursday of the discussion week.

assigned readings and lecture material. The final will be online, requiring Respondus Lockdown Browser and may require remote proctor (requires a camera). See Canvas under the Lockdown Browser tab for instructions for activating this function.

The final exam will include approximately 50 points in objective questions, including multiple choice, multiple answer, true/false, and matching. The exam will also include up to six short answer/essay questions reflecting each of the GE learning outcomes.

This is an online, time-specific final examination based on the schedule for online classes. Please make arrangements to be at your computer with all exam features activated (eg. Respondus Lockdown Browser) 5:15-7:30PM on Thursday, December 10, 2020 (1715-1930). The exam will close promptly at 7:30PM. If this conflicts with another course, provide evidence of the conflict at least two weeks prior to the scheduled final exam. If make-up allowed, please make arrangements to be available for the make-up exam on Wednesday, December 16, 2020. There will not be an alternative make-up.

Grading Information

The following reflects my grading policy. In this section you will find an explanation of how work is assessed and grades assigned. Also included are sample rubrics. Rubrics are included with each assignment or learning activity. Rubrics are designed to give clear evaluation criteria and to allow students to evaluate their own work prior to submission. Reflections and discussions typically use criteria that are evaluated as a binary - either you met the criteria or you did not - eliminating the subjective aspects of scoring. Total points for each assignment or activity are included in the instructions.

Areas of Assessment:

1. Research paper = 33%
2. Unit quizzes and final exam = 33%
3. Engagement & Participation = 34%

Research/Term Paper. The research paper requires adherence to APA format and style for formal research papers. Students are responsible for knowing these requirements. Links and tutorials are provided. Points are deducted for failure to follow APA format.

Papers are graded by content areas. Each content area is typically worth 5-10 points. Content areas are provided in the assignment description and are described as criteria in the rubric. Comments and feedback will be provided both within the grading rubric and in the online document as electronic comments. If a student requires or prefers recorded evaluation, please contact me to make arrangements at least two days prior to the final due date.

Writing group activities are scored based on a 5-point scale. See assignment for details.

lectures, and activities, are the equivalent of in-class time. Attendance is equivalent to completing all module requirements each week.

I would strongly suggest that you set up Canvas notifications so that you get pinged on other devices such as frequently accessed email or smartphones, so that you can stay up with any course announcements, course releases, and due dates. I would also suggest that you check into the course every 2-3 days, just to be sure that

experiencing the abuses discussed. These personal associations may bring up strong feelings for students. If you feel the material is bringing up issues for you that are affecting your ability to be successful in the course, please reach out. I am available to connect with you, so you do not feel like you have to go it alone. Also, I encourage you to take advantage of the University counseling center. More information about [counseling services](#) can be found at <http://www.sjsu.edu/counseling/>.

Access Social Sciences: Student Success Center

The Student Success Center in the College of Social Sciences provides advising for undergraduate students. Students are invited to contact [Access for Social Sciences](#) at <https://www.sjsu.edu/access/> for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about how to navigate your way around SJSU, check out [Access](#). Location: nBnlwEs about how twJE(of), R

Week	Date	Topics, Readings, Assignments, Deadlines
		Learning goals for this course
3	8.31.2020	Module 3: Violence Prevention Public Health Model
3		Required Reading Mikton, Christopher R, Butchart, Alexander, Dahlberg, Linda L, & Krug, Etienne G.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Reflection: Trauma and the Effects of Maltreatment. Apply reading and lectures. See assignment for detailed instructions. (CLO3; GELO1)</p> <p>Assignment Research Paper Start research</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>O'Brien, K., Daffern, M., Chua, C.M., Thomas, S., (2013) Youth Gang Affiliation, Violence, And Criminal Activities: A Review of Motivational, Risk, And Protective Factors. <i>Aggression and Violent Behavior</i> Vol 18, Issue 4, pp. 417–425. doi.org.libaccess.sjlibrary.org/10.1016/j.avb.2013.05.001.</p> <p>Ferguson, C., Coulson, M., & Barnett, J. (2011). Psychological Profiles of School Shooters: Positive Directions and One Big Wrong Turn. <i>Journal of Police Crisis Negotiations</i>, 11(2), 141-158.</p> <p>Blum, D. & Jaworski, C. G. (2016) From Suicide and Strain to Mass Murder. <i>Social Science and Public Policy</i>. Vol. 53, pp. 408–413. DOI 10.1007/s12115-016-0035-3</p> <p>Learning Activity Writing group discussion of sources. Share feedback on other group members' sources and emerging findings from the literature. Share and discuss key points. Support each other on applying proper APA format.</p> <p>Assessment Unit Two Quiz</p> <p>Assignment Research Paper Develop outline with key points for each topic/content area. Paraphrase and include proper citation. Continue research as needed.</p>
UNIT THREE: Violence Against Adults		
10	10.19.2020	Module 10: Intimate Partner Violence
10		<p>Kemp (2017) Textbook: Chapter 9: Courtship Violence and Date Rape Chapter 10: Domestic Violence</p> <p>Winstok, Z. (2016) A new definition of partner violence. <i>Aggression and Violent Behavior</i>. Volume 28, pp. 95-102.</p> <p>Henry, C. (2017). Expanding the Legal Framework for Child Protection: Recognition of and Response to Child Exposure to Domestic Violence in California Law. <i>The Social Service Review</i> (Chicago), 91(2), 203-232.</p> <p>Baird, Stephanie L, Alaggia, Ramona, & Jenney, Angelique. (2019). “Like Opening Up Old Wounds”: Conceptualizing Intersectional Trauma Among Survivors of Intimate Partner Violence. <i>Journal of Interpersonal Violence</i>, 00(0), 088626051984878. pp. 1-24.</p> <p>Learning Activity: TBD</p> <p>Assignment: Research Paper</p>

Week	Date	Topics, Readings, Assignments, Deadlines
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Submit thesis statement and outline of paper with outlined key points and citation to writing group for feedback

