

**UNIVERSITY OF WISCONSIN-EAU CLAIRE**  
**COLLEGE OF ARTS AND SCIENCES**  
**Department of Political Science**  
**Criminal Justice Program**

**CRIMINAL JUSTICE 359**  
**TEEN TECHNOLOGY MISUSE**  
Online

*Explores the ways teens use and misuse technology, with particular emphasis on cyberbullying, sexting, and unsafe social networking. Implications for preventing and responding to these behaviors will be examined.*

**Instructor:** Justin W. Patchin, Ph.D.  
**Office:** Hibbard 429  
**Hours:** Tuesday and Thursday 11:00-12:00, and by appointment  
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**Website:** <http://www.people.uwec.edu/patchinj>

**COURSE OBJECTIVES**

*This course will help the student:*

- identify the nature and extent of cyberbullying, sexting, and unsafe social networking;
- understand how anonymity, pseudonymity, secrecy, privacy, permanence, and data availability affect the online behaviors of adolescents;
- understand the legal, moral, and social consequences associated with the misuse of technology;
- appreciate social science research in illuminating this novel societal problem; and,
- develop a comprehensive research-informed response to teen technology misuse.

**TEXTS** (both required for purchase)

Patchin, J. W. & Hinduja, S. (2016). *Bullying Today: Bullet Points and Best Practices*. Thousand Oaks, CA: Sage Publications. ISBN: 978-1506335971.

Hinduja, S. & Patchin, J. W. (2015). *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying* (2nd Ed.). Thousand Oaks, CA: Sage Publications. ISBN: 978-1483349930

Additional readings will be made available online.

**OFFICE HOURS**

Students are encouraged to seek help from the instructor whenever necessary. Posted office hours will be available for walk-in assistance, and appointments can be scheduled for other times.

## **COURSE ORGANIZATION**

The course will be conducted entirely online in D2L with no on-campus meetings or live chat rooms required on specific days or times. Each week is equivalent to one weekly class meeting on campus. Perhaps the good news for you is that there are no exams in this course. The tradeoff for that, however, is that there is a lot of assigned readings and my expectation for participation are very high. In addition, you will be doing a lot of writing. You will be writing weekly summaries, discussion posts and replies, and a comprehensive final paper.

Falling behind on the reading in this class will get you in trouble. Given that this is a junior-level seminar, I expect a high degree of participation from all students. The burden is on each student to complete the required readings in a timely manner to advance their individual learning. Because we will not have lectures or fixed meeting times/locations, much of your time will be spent completing these readings, writing individual summaries, and engaging in online discussions with fellow students. Please show respect for your fellow students and their ideas, beliefs, and contributions.

## **WEEKLY SUMMARIES** (34.375% of final grade)

Each week students will complete a brief summary/review of the readings focusing on the following questions:

1. **Review:** In this section you will summarize what was read. What is the overall thesis of this group of readings? What are the most important pieces of information from the reading? What information was new or surprising to you?
2. **Analysis:** In this section you will think about what you read and compare and contrast it with what you already knew from other sources. What do you think about the information in the reading? Based on your knowledge or personal and professional experiences, do you think the information is accurate? Can you identify and particularly strong or weak aspects of the information or arguments?
3. **Application:** In this section you will apply the information to the world around you. How can we take the information from the reading and apply it in a way that reduces the frequency and seriousness of cyberbullying, sexting, or other online problems? What laws, policies, or procedures might we put in place?

Students are expected to respond to each of these questions using approximately 400-600 words (total—for all 3 questions and all readings taken collectively), citing examples in the readings (or other scholarly sources) where relevant. It is important that this summary is clear, concise, and thoughtful. Students must post their summaries to the corresponding D2L Dropbox by noon on the Tuesday of each week. Each summary will be graded with a maximum of 10 points available. The 11 highest scores for the semester will be calculated for the final grade (total points=110) [your one lowest score for the semester is dropped]. Points will be deducted if the summaries are not received by the due date/time.

10=excellent summary/analysis  
8=good summary/analysis  
6=average summary/analysis  
4=below average summary/analysis

2=poor summary/analysis

0=summary not turned in or completely unacceptable

### **PARTICIPATION** (34.375% of final grade)

Seminars are intended to be interactive and to involve serious scholarly engagement with the reading assignments and others. I expect students to be well prepared each week to discuss the assigned readings online with your colleagues. Each week, you will be responsible for posting at least one discussion question within the weekly Discussion Forum (under the 'Discussions' tab on D2L) for other students in the class to consider.

Questions must be posted online by noon on Wednesday of each week. The questions should be phrased in the form of an analytic inquiry – meaning students shouldn't just ask a simple question, they should frame the question in the readings or other scholarly works and offer their perspective.

Each student is also responsible for posting meaningful replies to at least two questions that were posted by other students. Responding with "I agree" is not meaningful. Moreover, cutting and pasting text from the reading assignments without analysis is also not useful in moving the discussion forward, though feel free to refer to relevant material when responding. Replies must be completed by Friday at noon. Discussion questions and replies will be graded with a maximum of 10 points possible each week distributed evenly across questions and responses. Students who post excellent questions and replies will earn up to 10 points for that week. The 11 highest weekly participation scores will be calculated for the final grade (total points=110) [your one lowest score for the semester is dropped]. Points will be deducted if the questions or replies are not posted by the due date/time. I may not read questions or replies posted after noon on Friday.

**Note:** This will TAKE TIME – approximately 6-9 hours every week will be spent reading, thinking, typing, and posting. Be thankful that you can do this from home and do not have to come into campus and put in the effort to do a great job.

**Pro Tip:** It is recommended that you craft/draft your questions and replies in Microsoft Word or another word processing program. If you save your comments often you will have a backup in case D2L goes down or your computer craps out while you are writing. We've all been there before: you spend 30 minutes writing an amazing post but for some reason it doesn't go through and gets lost and you have to start all over. Also Word will help you by spell-checking along the way.

## Discussion Grading Rubric

	<b>Poor</b> 0-2 points	<b>Average</b> 3-4 points	<b>Satisfactory</b> 5-6 points	<b>Above Avg.</b> 7-8 points	<b>Excellent</b> 9-10 points
Participation/ Frequency	No original post or reply	One meaningful original post or reply	Two meaningful original posts or replies	Three meaningful original posts or replies	Four or more meaningful original posts or replies
Topical/ Relevance	No relevance to topic	Only indirect relevance to topic	Little direct relevance to topic	Appropriate relevance to topic	Expansive to topic
Accuracy/ Completeness	Information is neither accurate or complete	Information is accurate, but lacks completeness	Information is accurate and mostly complete	Information is accurate and complete	Information is accurate and expansive
Grammar/ Spelling	Abundant grammatical and spelling errors making reading difficult	Numerous grammatical or spelling errors, but thought is conveyed	Few grammatical or spelling errors, and thought is clear	Only one or two grammatical or spelling errors, and thought is clear	No grammatical or spelling errors and thought is clear

### **RESEARCH PAPER** (31.25% of final grade)

Each student will write a comprehensive research paper summarizing a particular prevention or response strategy designed to address one or more of the problems discussed in the class. The intervention or program must be evidence-based and practical (able to be implemented within the social, economic, and political constraints of the 'real world').

It is expected that students will support their arguments with evidence from research that has been published in reputable sources. Note: Students may not cite or copy information from websites. In general, this is not scholarly information. Please note that online journal articles are not considered websites – they are journal articles that have been uploaded to the Internet. Using the library web page to search for journal articles is encouraged. The student must incorporate citations from at least 5 scholarly refereed (peer reviewed) journals. Check with the instructor if you have any questions about these requirements.

The paper must be 7-8 pages, double-spaced, single sided, and must conform to American Psychological Association (APA) writing and formatting standards. The APA Publication Manual (6th edition) may be of great assistance to the student in the composition and organization of this paper. A Title page, Abstract, and Reference page must be attached, but do not count towards the 7-8 page requirement. A standard 12 point font must be used (such as Arial or Times New Roman), and normal margins must be included (1" on all sides).

Students are expected to write their papers independently (e.g., these are not group papers). It is also important that you cite any ideas that are not exclusively your own. It is generally better to cite too often than not enough. Improper citation is plagiarism and will be treated as such. The instructor may use Turnitin or other software to digitally assess the uniqueness of

student papers. If you have any questions at all, consult the APA Publication Manual or the instructor. The majority of the points for the paper will be based on content; however, form (i.e. spelling and grammar) will also be a major component. A more detailed delineation is available on the course website. There are numerous resources available on campus to assist you with developing your writing proficiency. Interested students should contact the Academic Skills Center or the Center for Writing Excellence (both housed in CENT 2104) for writing assistance.

It is advised that students begin thinking about their paper early on in the semester. To encourage this, various assignments are due throughout the semester. First, students will be required to turn in a tentative topic. Next, students must turn in a brief (less than one page) outline of the major issues the paper will cover. Third, students will submit a list of journal articles (including: author[s], title of article, title of journal, year, volume, page numbers) that will be incorporated into the paper. Finally, students will turn in a 200 word summary of the main arguments/thesis of the paper.

<b><i>Topic:</i></b>	<b>Monday, October 31 (noon)</b>
<b><i>Outline:</i></b>	<b>Monday, November 7 (noon)</b>
<b><i>List of sources:</i></b>	<b>Monday, November 14 (noon)</b>
<b><i>200 word summary:</i></b>	<b>Monday, November 21 (noon)</b>
<b><i>FINAL PAPER DUE:</i></b>	<b>Monday, December 12 (noon)</b>

The final paper is worth 100 points. 2.5 points will be deducted from the student's final paper for each of these assignments are turned in late, but within 24 hours of the due date/time. Five points will be deducted for each if turned in more than 24 hours late or not at all. Five points will be deducted from the final paper if it is turned in on the due date, but within 24 hours of due date/time. An additional ten points will be deducted for each day the paper is turned in late.

### **GRADES**

Grades will be assigned based on the points earned for the weekly summaries, class participation, and final paper. A total of 320 points will be available. A cumulative outline of a student's standing in the course (updated regularly) will be available online.

Students who would like to challenge the grade received on any assignment may do so, in writing, to the instructor. The written challenge must be submitted to the instructor within 72 hours of when the grade was posted. A meeting will be set up between the student and the instructor to discuss the merits of the challenge and determine whether additional points may be warranted.

The final grade for the course will be determined by summing all of the points earned throughout the semester. Final grades will be distributed using the following scale:

<b>Points Earned</b>	<b>Percent of Total Points Earned</b>	<b>Final Grade</b>
299	93.33	A
288	90.00	A-
277	86.66	B+
266	83.33	B
256	80.00	B-
245	76.66	C+
234	73.33	C
224	70.00	C-
213	66.66	D+
202	63.33	D
192	60.00	D-
Less than 192	Less than 60.00	F

### **ACADEMIC HONESTY**

It is expected that students will conform to the highest professional and ethical standards at all times. Students are expected to complete their work independently. The standard of proof for such an incident is less than that of the criminal justice system; therefore, make certain that you do not act in any way that might lead the instructor to believe you were behaving inappropriately. If a student witnesses this type of breach in professional conduct, it is his or her responsibility to report it to the instructor as soon as possible. I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the Dean of Students website

(<http://www.uwec.edu/DOS/policies/academic/ch14student.htm>) and in Chapter UWS 14—Student Academic Misconduct Disciplinary Procedures.” (See University Policies below).

### **EXPECTATIONS**

*It is expected that students will:*

1. Complete the required readings and assignments. It is understood that the readings assigned for the class period will have been read so that the student can contribute to the discussion and ask the instructor about material that was not clear. The reading load of this course is moderate: the student will read approximately 30-50 pages of text each week.
2. Regularly check their email. Every student has a free email account through UWEC. Students should check their University email and the course web page at least daily as important notices and reminders will be sent to the class via these mediums. Students are responsible for this information, and must make arrangements with the instructor if a problem should arise.
3. Act appropriately online. This includes NOT doing any of the following: chatting with others, bringing up unrelated information, disrupting or being abusive toward others, etc. You will forfeit your participation points and will not be allowed to post to the

course if you are disrupting others or the instructor. I want your experiences in this course and with me to be positive ones.

4. Know and understand all of the information written in this syllabus.

### **UNIVERSITY POLICIES**

**Academic Honesty:** “The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” CHAPTER UWS 14—STUDENT ACADEMIC DISCIPLINARY PROCEDURES

**Accommodations for Disabilities:** Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities Office in Centennial Hall 2106 at the beginning of the semester.

**Dropping this Course:** The last day to drop this course with no record is **Monday, September 19th**. The last day to withdraw from this course, resulting in a “W” on your transcript, is **Monday, November 14th**. See [http://www.uwec.edu/Registrar/calendar/acadregcal16\\_17.htm](http://www.uwec.edu/Registrar/calendar/acadregcal16_17.htm) for all important academic dates for the semester.

**Absences:** As an online class that does not have any specific required meeting times, students have a great deal of flexibility in completing the required assignments. Students are responsible for completing required assignments prior to the scheduled due date/time. Students participating in a required activity or who would like to observe a religious holiday should make arrangements to complete the assignments ahead of time.

**Final Note:** Incorrect dates, changes in the course outline, or other inconsistencies in this syllabus will be clarified on the course website as needed. It is the student’s responsibility to attend class to obtain that information.

**CRMJ 359 – Teen Technology Misuse – Tentative Schedule**

Date	Topics	Assignments
Week 1 Sept 6-9	Introduction to class and D2L	Introduce yourself to the class
Week 2 Sept 10-16	Defining bullying	Bullying Today Ch. 1-4 Bullying Beyond the Schoolyard Ch. 1
Week 3 Sept 17-23	Teen technology use	Pew report* Bullying Beyond the Schoolyard Ch. 2
Week 4 Sept 24-30	What is cyberbullying?	Bullying Beyond the Schoolyard Ch. 3
Week 5 Oct 1-7	Cyberbullying: A review of the research	Bullying Beyond the Schoolyard Ch. 4 Bullying Today Ch. 9-11
Week 6 Oct 8-14	Cyberbullying: Separating fact from fiction	Bullying Today Ch. 5-8 Sabella, Patchin, & Hinduja (2013)*
Week 7 Oct 15-21	Sexting: A review of the research	School Climate Ch. 4* Wolak and Finkelhor article*
Week 8 Oct 22-28	Cyberbullying and the law	Bullying Beyond the Schoolyard Ch. 5 Bullying Today Ch. 12-13, 17
Week 9 Oct 29-Nov 4	Cyberbullying: Implications for educators	Bullying Today Ch. 15-16, 23, 36-37 School Climate Ch. 5*
Week 10 Nov 5-11	Cyberbullying and sexting: Implications for law enforcement	Patchin et al. LEB article* Bullying Today Ch. 14, 32
Week 11 Nov 12-18	Preventing cyberbullying and sexting	Bullying Beyond the Schoolyard Ch. 6 Bullying Today Ch. 18, 22 Words Wound Ch. 4*
Week 12 Nov 19-25	Thanksgiving break	Work on final papers
Week 13 Nov 26-Dec 2	Responding to cyberbullying and sexting	Bullying Beyond the Schoolyard Ch. 7 Bullying Today Ch. 33-34
Week 14 Dec 3-9	“Juvenioia” Technology is not the problem	Finkelhor (2011)*
Week 15 Dec 10-16	Final Papers Due – Monday Dec 12 @ noon	

\*articles on D2L under “Content”