



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

**Course No. & Title: SOC 299 RB2
Domestic Violence
Semester and Term: Summer 2014
Day and Dates: Tuesdays, 6/17/2014 – 7/15/2014
Time: 6pm – 10pm
Campus Location: Stamford**

Course Description: The course will provide a systemic perspective on domestic violence. Included in the course will be a review of theories and research on domestic violence; the types of domestic abuse, the legal system's response; assessment and intervention techniques and community support services for victims; batterer intervention programs; and domestic violence's effects on children.

Prerequisite Courses: None

Course Code: CJ-C, HS-PE, LA, SS, SsC

Instructor & contact information: Meghan Finley mefinley@bridgeport.edu
cell: (203) 500-2648

Required Textbooks:

- “When Violence Begins at Home – A Comprehensive Guide to Understanding and Ending Domestic Abuse”, Second Edition (2006). K. J. Wilson Publisher: Hunter House Publishers, Alameda, CA. ISBN-13: 978-0-89793-455-8
- *Required Book for the Reaction Paper Assignment* - “A Typology of Domestic Violence – Intimate Terrorism, Violent Resistance, and Situational Couple Violence” (2008). Michael B. Johnson. Publisher: Northeastern University Press, Boston, MA ISBN-13: 978-1-55553-693-0

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

Upon completion of this course the student should be able to:

1. Understand the history and scope of domestic violence, theories of why people abuse, types of abuse, cycle of violence, and effects of abuse on victims and their children.
2. Assess symptoms of domestic abuse and learn intervention techniques.
3. Know the services available to support victims and treat offenders.
4. Understand the legal system's response to domestic violence and impact of legislation on programs and services.

I. First Assignment Prior to the First Class (**June 17, 2014**) – Reflection Paper #1 criteria:

Read the following chapters from the required textbook, “When Violence Begins at Home”:

Chapter 1 – The Dynamics of Abusive Relationships

Chapter 6 – Living Underground

Chapter 7 – The Oppression that Binds: Barriers to Living Violence Free

Chapter 11 – Battered Women and Communities of Faith

Based on the information presented by the author in the above chapters of the textbook, “When Violence Begins at Home”, write a reflection paper articulating your pre-course views about domestic violence, victims, and offenders; insights you gained from reading the four chapters; and what gaps have you identified in your knowledge base about domestic violence.

This paper will represent 10% of the final grade.

Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 2-3 pages in length, be typed utilizing 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

Assignments:

II. Reflection Paper #2 due **June, 24, 2014** – Read the following chapters from the textbook, “When Violence Begins at Home”:

Chapter 2 – The Effects of Family Violence on Children

Chapter 3 – Teen Dating Violence
Chapter 10 – Battered Women’s Health: The Response of the Medical Community
Chapter 13 – Creating a Community Response to Domestic Violence
Chapter 14 – Intervention Strategies for Battered Women and Their Children

Write a reflection paper articulating insights you gained from Chapter 2 about the effects of domestic violence on children and your opinions about the intervention strategies described in Chapters 13 and Chapter 14 to assist victims of domestic violence and their children heal.

This paper will represent 10% of the student’s final grade.

Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 4 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters, Session 1 lecture, group activity, and class discussion as well as outside sources; provide a critical assessment of the opinions communicated by the author; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

- III. Assignment #3 - Read and be prepared to discuss in class on **July 1, 2014** the following chapters from the textbook, “When Violence Begins at Home”:

Chapter 5 – Battered Women and the Legal System
Chapter 8 – For Friends, Family, and Loved Ones: When Someone You Know is Being Hurt
Chapter 9 – Domestic Violence and the Workplace
Chapter 12: Domestic Violence and the Military

- IV. Assignment #4 – Write a reaction paper on the required textbook, “A Typology of Domestic Violence - Intimate Terrorism, Violent Resistance, and Situational Couple Violence” due **July 8, 2014**.

This paper will represent 30% of the student’s final grade.

Reaction Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 5 pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. This paper should be written in full, complete sentences and grammatically correct and properly punctuated. The paper should have an organization including an introduction of the focus of the paper, an analysis of your reaction to the material read, and a summary of the student’s conclusions.

Reaction (75 out of 100 points): It is expected that the student will demonstrate an accurate and sophisticated understanding of the author’s key points and perspectives and discuss their reaction to them; drawing out additional implications from the textbook, prior session lectures, class discussions, group activities, and outside reading; and discussing whether he/she agrees or disagrees with the author’s points and why. The student will discuss the relevance of the author’s perspective in understanding domestic violence and treating victims and perpetrators of violence. The student will identify insights gained from the book and how these insights will help them in their work in the human services field or other areas of their lives, if they are not going into the human services field.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0”.

- V. Reading assignment for **July 15, 2014**: Read and be prepared to discuss in class the following chapters from the textbook, “When Violence Begins at Home”:

Chapter 15 – Advocacy and Empowerment for Battered Woman
Chapter 16 – Intervention and Prevention Programs for Batterers
Chapter 17 – Loving Ourselves: Self-Care for Helpers

Assignment #5 – Research paper and in-class presentation of high-level summary of research findings due on an area of domestic violence that is of special interest to the student.

This paper will represent 40% of the student’s final grade.

Research Paper Format & Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of 6 pages in length, be typed utilizing 11 or 12 pt. font, have 1”

margins, and be properly labeled with student's name, date, and assignment name. This paper should be written in full, complete sentences and grammatically correct and properly punctuated. The paper should have an organization including an introduction of the focus of the research, a synthesis of research, and a summary of the conclusions of the research.

Reference Sources (10 out of 100 points): Use of at least 4 reference sources drawn primarily from professional journal articles, legitimate websites with current data, and books.

Synthesis of Research Content (50 out of 100 points): Synthesize key points of research and articulate an understanding of the findings. The student will provide a critical assessment of the research findings and the application of the research findings in the specific area of domestic violence.

In-Class Presentation (15 out of 100 points): Student will make a 10-minum oral presentation highlighting key points from the research the last night of class. The students may use PowerPoint slides in his/her presentation.

Punctuality: 10 points will be deducted for papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a "0".

VIII. Attendance and Participation in Class Discussions: Individual personal experiences and opinions are likely to be expressed during the class. It is important for students to respect each other's views and to maintain confidentiality. In this way, a safe and supportive learning environment is maintained.

It is expected that students will attend each session, be on time, and stay for the entire length of the class.

It is expected that the student will read the required reading assignments and be prepared to actively participate in classroom discussions and group activities.

Attendance and participation will represent 10% of the student's final grade.

Description of Weekly Sessions:

Session	Description of Weekly Sessions
Session 1 – 6/17/14	<ol style="list-style-type: none"> 1. Introductions & objectives 2. Class syllabus, assignments & grading 3. Session content <ul style="list-style-type: none"> - What is domestic violence? - History, faith, and society - Theories of domestic violence - The dynamics of abusive relationships - Living underground - Barriers to living free <p>Format: Lecture, class discussion of their insights from chapters due this session, and group activity.</p>
Session 2 – 6/24/14	<ol style="list-style-type: none"> 1. Battered Women’s Health: The Response of the Medical Community 2. The Effects of Family Violence on Children 3. Intervention Strategies for Battered Women and Their Children 4. Parenting Strategies <p>Format: Lecture, viewing a documentary on disciplining children, class discussion on insights gained from textbook chapters due this session, and group activity</p>
Session 3 – 7/1/14	<ol style="list-style-type: none"> 1. Domestic violence and the legal system 2. Domestic violence and the workplace 3. Creating a community response to domestic violence 4. Domestic violence in the military <p>Format: Lecture, stalking video, class discussion of insights gained from textbook chapters to be read for this session, and in-class crisis counseling role play for a domestic abuse victim.</p>
Session 4 – 7/8/14	<ol style="list-style-type: none"> 1. Relationship dynamics found in abusive relationships 2. Typology of the batterer 3. Intervention programs for batterers 4. Advocacy and empowerment for battered women 5. Safety planning <p>Format: Lecture, video of batterer intervention program, class discussion of insights gained from textbook chapters and reaction paper textbook to be read for this session, and continue crisis counseling role-play.</p>
Session 5 – 7/15/14	<ol style="list-style-type: none"> 1. Advocacy, Intervention and Prevention <p>Students will present their research paper findings in-class. Class discussion of self-care for helpers.</p>

Grading Criteria:

Attendance and participation:	10%
Reflection Paper #1:	10%
Reflection Paper #2:	10%
Reaction Paper:	30%
Research paper and oral presentation	40%

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.