



TIFFIN
UNIVERSITY

ONLINE

ENF512 Theories of Crime Analysis
(3 credit hours)
Course Syllabus

Course Description

The course covers the three types of crime analysis. The focus of the class is an overview of the theory behind the crime analysis process and an outline of some of the major issues crime analysts and crime analysis units must face. Emphasis will be placed on the examination of how research supports the use of crime analysis theory to enhance the productivity of police departments.

Course Learning Outcomes

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

1. Examine the terms and concepts of crime analysis.
2. Examine how criminology and police science theories relate to the historical development and current practice of crime analysis.
3. Describe how crime analysis is used in America's police agencies.
4. Given raw data, perform basic analytical techniques related to the different types of crime analysis.
5. Suggest effective tactics and strategies to reduce crime.
6. Describe the tools, techniques, and products of crime analysis.

Required Textbook(s) and Resources

A digital copy of your textbook is included with your DragonACCESS fees for this course. Use the DragonACCESS tool in Moodle to view your book.

Santos, B., R. (2022). *Crime Analysis with Crime Mapping* (5th ed.). Sage Publications.
ISBN13: 978-1071831427

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You

might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

You will have the ability to research and explore your newly formed knowledge through discussion, composing written documents, and preparing PowerPoint presentations. In these learning activities, you will have the ability to apply the course learning outcomes as they align with your weekly assignments. You will also have the opportunity to apply your learned skills and knowledge by discussing in detail how to solve real-world issues associated with crime analysis.

This course will enable you to further develop your knowledge and understanding of how law enforcement is transitioning into a more technologically based society with its approach to crime reduction. You will accomplish this through learning the history of crime analysis (Week 1), and the challenges of crime analysis including how law enforcement is responding to these challenges (Week 2). You will then explore and examine the components of crime analysis as it relates to the Problem Analysis Triangle (Week 3), the proper methods in collecting data along with their associated guidelines (Week 5). In a final project (Week 7),

you will put all these components together as they formulate a crime data table using a law enforcement agency within the United States.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (20)	Discussion Activity 2.1 (20)	Discussion Activity 3.1 (20)	Discussion Activity 4.1 (20)	Discussion Activity 5.1 (20)	Discussion Activity 6.1 (20) Activity 6.2 (20)	Discussion Activity 7.1 (20)	160
Assignment Activity 1.3 (50) Activity 1.4 (50)	Assignment Activity 2.2 (75) Activity 2.3 (50)	Assignment Activity 3.2 (75) Activity 3.3 (50)	Assignment Activity 4.2 (75) Activity 4.3 (50)	Assignment Activity 5.2 (75) Activity 5.3 (50)	Assignment Activity 6.3 (75)		675
						Final Activity 7.2 (165)	165
120	145	145	145	145	115	185	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Meet Your Peers - Initial Post
Week 1: Concepts & History of Crime Analysis	<input type="checkbox"/> WED: Activity 1.1: Meet Your Peers - Secondary Post <input type="checkbox"/> WED: Activity 1.2 Discussion: Crime Analysis - Initial Post <input type="checkbox"/> SAT: Activity 1.2 Discussion: Crime Analysis - Secondary Post <input type="checkbox"/> SAT: Activity 1.3 Assignment: GIS Crime Mapping <input type="checkbox"/> SUN: Activity 1.4 Assignment: Crime Analysis Presentation
Week 2: Challenges in crime analysis and its profession Future components to consider for implementation of crime analysts in law enforcement Profession of crime analysis...What positions are available to me?	<input type="checkbox"/> WED: Activity 2.1 Discussion: Challenges in Crime Analysis - Initial Post <input type="checkbox"/> SAT: Activity 2.1 Discussion: Challenges in Crime Analysis - Secondary Post <input type="checkbox"/> SAT: Activity 2.2 Assignment: Crime Analysis Compare and Contrast <input type="checkbox"/> SUN: Activity 2.3 Assignment: Future of Crime Analysis
Week 3: Analysis Patterns Law of Crime Activity Approach	<input type="checkbox"/> WED: Activity 3.1 Discussion: Problem Analysis Triangle - Initial Post <input type="checkbox"/> SAT: Activity 3.1 Discussion: Problem Analysis Triangle - Secondary Post <input type="checkbox"/> SAT: Activity 3.2 Assignment: Rational Choice Theory vs. Crime Pattern Theory <input type="checkbox"/> SUN: Activity 3.3 Assignment: Routine Activity and Law of Crime Concentration Presentation

<p>Week 4: Processes Types of Analysis Crime Mapping</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 4.1 Discussion: Six Components of Crime Analysis <input type="checkbox"/> SAT: Activity 4.1 Discussion: Six Components of Crime Analysis - Initial Post <input type="checkbox"/> SAT: Activity 4.2 Assignment: The Four Types of Crime Analysis - Secondary Post <input type="checkbox"/> SUN: Activity 4.3 Assignment: Use in Crime Mapping Presentation
<p>Week 5: Data Technology Source Information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1 Discussion: Data Collection Terms - Initial Post <input type="checkbox"/> SAT: Activity 5.1 Discussion: Data Collection Terms - Secondary Post <input type="checkbox"/> SAT: Activity 5.2 Assignment: Technological Systems <input type="checkbox"/> SUN: Activity 5.3 Assignment: Five Types of Software and Technology Presentation
<p>Week 6: Data Technology Source Information</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1 Discussion: Analyst Guidelines - Initial Post <input type="checkbox"/> WED: Activity 6.2 Discussion: Crime Pattern Data and Variables - Initial Post <input type="checkbox"/> SAT: Activity 6.1 Discussion: Analyst Guidelines - Secondary Post <input type="checkbox"/> SAT: Activity 6.2 Discussion: Crime Pattern Data and Variables - Secondary Post <input type="checkbox"/> SUN: Activity 6.3 Assignment: Calls for Service and Variables
<p>Week 7: Crime Patterns Statistics and Trends Long Term Problem Analysis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1 Discussion: Pattern Bulletin Components - Initial Post <input type="checkbox"/> THUR: Activity 7.2 Assignment: Crime Data Table <input type="checkbox"/> SAT: Activity 7.1 Discussion: Pattern Bulletin Components - Secondary Post

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you

to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.
 - Utilize and incorporate instructor-provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:

- clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.