Psychology 433 (ONLINE)
Criminal Psychology
Summer 2022

Instructor: Jeremy Jewell, Ph.D.    Class Location: Online
Office: Alumni Hall, Room 0139    Email: jejewel@siue.edu

Course Overview and Prerequisites
This 3 credit-hour course is designed to explore the psychology of crime, criminal behavior, and the criminal. The only prerequisite for this course is Psyc 111 or equivalent with a grade of ‘C’ or better.

Technical Support, Requirements, and Capabilities
You can receive technical support for this course by contacting Information Technology Services at 618-650-5500 or help@siue.edu (www.siue.edu/its). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps.
- Media player such as, QuickTime or Windows Media Player.
- Adobe Reader or alternative PDF reader (free): http://get.adobe.com/reader/?promoid=HRZAC
- Any other specialized software or basic software (e.g., MS Office, etc.). Students can download MS Office at no charge here: http://office365.siue.edu

Students in an online course should be able to:
- Use a word processor, such as MS Word, to compose assignments & communicate
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support when issues arise and troubleshoot to resolve problems

Required Reading:
<table>
<thead>
<tr>
<th>Date</th>
<th>Book Readings</th>
<th>Due Dates for Online Discussion &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Chapters 1-4 Intro to criminal behavior Origins of criminal behavior:</td>
<td>By Wed (2:00p) email Questions By Fri (4:00p) post Comments</td>
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<td></td>
<td>Developmental, biological, and situational factors</td>
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<td>Week 2</td>
<td>Chapters 5-7 Human aggression and violence Juvenile delinquency Psychopathy</td>
<td>By Wed (2:00p) email Questions By Fri (4:00p) post Comments</td>
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<tr>
<td>Week 3</td>
<td>Chapters 8-10 Crime and mental disorders Homicide, etc. Multiple murder, etc.</td>
<td>By Wed (2:00p) email Questions By Fri (4:00p) post Comments</td>
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<tr>
<td>Week 4</td>
<td>Chapters 11-13 Modern terrorism Sexual assault Sexual abuse of youth</td>
<td>By Wed (2:00p) email Questions By Fri (4:00p) post Comments</td>
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<tr>
<td>Week 5</td>
<td>Chapters 14-16 Burglary and white collar offenses Violent economic crime, etc.</td>
<td>By Wed (2:00p) email Questions By Fri (4:00p) post Comments By Fri (8:00p) turn in Paper</td>
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<td></td>
<td>Substance abuse and crime</td>
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**Thursday of This Week:**
Final Exam Noon until 1:15 pm Central Standard Time

**Grading System**

1. **Discussion Questions (40 points)**
   - 450-500 points (90-100%) = A
2. **Discussion Comments/Participation (60 points)**
   - 400-449 points (80-89%) = B
3. **Paper (250 points)**
   - 350-399 points (70-79%) = C
4. **Exam (150 points)**
   - 300-349 points (60-69%) = D

**Learning Objectives**

1. Demonstrate knowledge of the developmental, biological, and learning factors related to the origins of criminal behavior.
2. Enhance understanding of various models of psychopathy, aggression and violence in various contexts.
3. Demonstrate knowledge of current research and issues related to juvenile delinquency.
4. Evaluate research regarding criminality as it relates to mental illness and substance abuse.
5. Develop expertise on the topic of partner violence, sexual assault, and child abuse.
6. Enhance understanding regarding research and current issues related to a variety of economic crimes.
7. Apply knowledge regarding terrorism.
**Take Notes on the Video Presentations**

Each week we will have several video presentations that go along with the readings (they will be posted in a onedrive folder that you will be given access to). They may range in length from a few minutes to over an hour. Some of these videos are the “lectures” for this course while others are supplemental videos related to course material. Thus, you will need to TAKE NOTES because you will be tested on the material that they cover. Exam questions may be derived from any material presented in any of the lecture, related videos, or readings. Please note, however, that my video lectures (powerpoints) will focus on what I believe are the most important highlighted information in each chapter. Thus, while anything can be included in the exam, it is wise to study the key concepts that I discuss in my video lectures. **Note that my audio recording on each slide can be accessed by clicking on the speaker icon.**

**Discussion Questions**

Each week you are required to submit 4 discussion questions to me by email (jejewel@siue.edu). Submit the questions directly in the text of the email and use this subject line format: “Week 1 Questions from Jane Doe” (use your name and adjust the week number each week).

These of the questions should be based on the readings and/or lecture video presentations. You are expected to email me your discussion questions by Wednesdays at 2:00pm. Once everyone has emailed their questions, I will choose some of the questions to put on Blackboard’s Discussion board so that everyone can see them.

You will be graded based on having emailed acceptable questions. “Acceptable” means the question actually could invoke a “discussion” during class and that the answer is not a simple “fact.” The questions should be more than just one sentence and make it clear that you learned something from the readings or presentations. Often there are multiple questions embedded within one good “Discussion Question.” I will inform you if you submit an inadequate question. **NOTE: If you do not hear anything from me about your questions, they are okay and you will get full credit.**

You should also know that I will commonly make edits to questions and combine questions from multiple students.

**Discussion Participation**

Discussion is a very important part of this class. You will be using Discussion boards on Blackboard for this course. You can access Blackboard “Tools” on the left-hand column. Using Blackboard, you must respond to 3 discussion questions per week (there will be more than 3 questions to choose from). You are expected to post your comments by Friday at 4:00pm. Please visit [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) for appropriate Netiquette. These explanations offer a set of general guidelines for cyberspace behavior. It may not cover all different circumstances; however, it covers some basic principles that you may use.

**Rubric for Grading Discussion Board Posts (Questions & Comments)**

<table>
<thead>
<tr>
<th>‘A’ work</th>
<th>‘B’ work</th>
<th>‘C’ work</th>
<th>‘D’ work and below</th>
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<tbody>
<tr>
<td>Content</td>
<td>Good info with good writing</td>
<td>Somewhat confusing ideas that need clarification</td>
<td>Unclear content &amp; confusing writing</td>
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<tr>
<td></td>
<td>Useful info that relates to the topic, is clearly</td>
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<td></td>
<td>written, &amp; covers correct material</td>
<td>One of the questions or comments is too brief.</td>
<td>Half of the questions or comments are too brief.</td>
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<td><strong>Length</strong></td>
<td>Each question or comment is many sentences, tackling many sub-questions.</td>
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<td><strong>Critical Thinking</strong></td>
<td>Frequent connections with readings &amp; other material in terms of evidence</td>
<td>Fair amount of connections with readings &amp; other course material without much focus on evidence</td>
<td>Occasional connections with readings &amp; other course material</td>
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<tr>
<td><strong>Stylistics</strong></td>
<td>Free from typos &amp; other mistakes</td>
<td>Some typos or other mistake</td>
<td>Several typos or other mistakes</td>
</tr>
<tr>
<td><strong>Tone</strong></td>
<td>The tone is positive and constructive</td>
<td>The tone is either positive or constructive</td>
<td>The tone is neither positive or constructive</td>
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**Paper**

Students will write a paper on one of the major topics of the textbook. This paper should incorporate outside references. Students must email me their possible topic for their paper by Friday of the first week of class to be approved by me. **The paper itself is due by Friday of the last week of class at 8 pm.** The general outline of the paper should be as follows:

1. Definition of the topic/problem
2. Prevalence of the problem
3. Research related to the topic or problem
4. Research related to an intervention/treatment for the problem

**Goals of the paper:**

1. Develop skills in using PsycINFO
2. Develop critical thinking skills
3. Apply research to new topics
4. Follow professional writing guidelines and instructions for this paper

**Format of Paper:**

* Use **Microsoft WORD**
* SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE
* On the FIRST PAGE, include your name, date, title
* BETWEEN 2500-3000 WORDS IN LENGTH (this includes References)
* Use at least 5 scholarly SOURCES & list them under a References section
  (Note: the book for our course can be cited, but it does not count as 1 of the 5)
* **12-POINT, TIMES NEW ROMAN FONT** with **1-INCH MARGINS**
* NEVER USE PERSONAL descriptions of yourself
  (e.g., “I”, “I think…”, “I believe…”, “me”, “we”, “our”, etc.)
  (talk about yourself in the third person)
* DO NOT USE CONTRACTIONS (e.g., “can’t”) in the paper at all
Turning in Papers:
- Submit your paper via Blackboard – it is a ‘Turnitin’ assignment. Let me know if you have any questions
- See Course Policies (toward end of syllabus) about grace period & late papers

Grading Rubric for the Paper

1. Thoroughness. (75 points possible) (Summarizes current research and thinking on the topic).

   75 points – Current research on the topic is well summarized and clearly presented.
   65 points – The main findings on the topic are presented.
   55 points – Some of the research presented is either too broad or lacking detail, tangential, or is missing some important aspect of the problem.
   45 points – Most of research is either too broad or lacking detail, tangential, or is missing some important aspect of the problem.
   35 points – Research cited is not relevant to problem.
   0-35 points – No research is cited.

2. Depth of analysis. (75 points possible) (Author integrates studies findings and thinking on the topic, presents the relevance of this research on the problem as it currently exists, and discusses future directions and possible social policy).

   75 points – Excellent integration of research, discusses current public policy, explores the interaction of development and context on the problem.
   65 points – Some integration of research findings, discussion of individual development and context are somewhat cursory.
   55 points – Some integration of research, little or no discussion regarding the effects of context and development.
   45 points – Little critical thinking regarding the research and thinking in the field. No analysis of major points listed, no mention of individual’s development and context.
   35 points – Simple summary of several studies with no critical thinking or integration.
   0-35 points – Author merely lists stats or findings without any comment. Arguments or details in the paper are superficial.

2. Relevance of references. (20 points possible)

   20 points – The main researchers in the area are cited.
   15 points – Some citations may be too specific or slightly tangential.
   10 points - Research cited is not relevant to problem.
   0 points - No research is cited.

3. Clarity (60 points possible)

   60 points – Excellent organization with smooth flow from one idea to the next. Unity is evident, with little wandering from the main theme.
   50 points – Fairly well organized, although there may be minimal digression.
40 points – Little organization, with weak plan that is not unified.
30-0 points – Lack of plan, may be incoherent.

4. **Grammar and Spelling (20 points possible)**

20 points – Grammar and spelling is virtually without error.
10 points – Some grammatical and spelling errors, may slightly impede fluency.
0 points – Many grammatical and spelling errors that impede fluency.

**How to Get Research Source Abstracts:** You will need to use PsycINFO to search for articles. Here’s how to find PsycINFO (as of the time I wrote this syllabus):

1. go the SIUE Library webpage (http://www.siue.edu/lovejoy-library/)
2. click “Databases (A-Z)”
3. then click “Search List on Online Databases”
4. then click “A-Z List” (it’s in small red print toward the middle of the screen)
5. scroll all the way down so you can click on “PsycINFO”
6. before you search a term, under “Select a Field” click on “TI Title”
   (this makes for a more precise search, in my opinion)
7. type in a search word (such as “aggression”) and then click the “Search” button
8. click on a study’s title so you can read the abstract
9. read various abstracts and decide which studies you want to get
10. go get the actual research studies (see next section)

*Note: if those steps do not work, ask a librarian (or me) for help.*

**How to Get Actual Research Sources (Do This Long Before the Paper is Due):** After you use PsycINFO to read the abstracts and choose which sources you would like to get. The abstract was just a brief, paragraph-long summary of the source, but it does not have enough information for you to write about the source in the paper. There are many ways to get your hands on a source:

1. On PsycINFO…after you read the abstract, you can click on “Find Full Text” to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click “Linked Full Text” and/or “PDF Full Text”. Then you can directly view the article from the internet.
3. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks – so I wouldn’t recommend this).

**Final Exam**

The final exam will occur at noon Central Standard Time on Thursday of the last week of class.

The exam will consist of 75 items in multiple choice or true/false format. You will be given exactly 75 minutes to complete the exam, and the exam will automatically end at 1:15 pm on that day. If you are late logging on to take the exam, you will still only have until 1:15 pm to finish – so don’t be late! Given the limited time you have to take the exam, you will likely not have any time to refer to materials or notes, so make sure to study beforehand. Make sure to ask Dr. Jewell if you have any questions about any aspect of the exam.

**Course Policies**

Extra Credit: Note that in this class there will be no extra credit, so work hard throughout
the semester to get the grade you want.

**Assignment Due Dates:** Because this class occurs over such a shortened time period, I will give a 24 hour grace period for late papers. If any part of the assignment is turned in after the grace period, the grade for the entire assignment will drop by an additional 15% each day until the completed assignment is turned in. Also, for each student, I will forgive one instance of late Questions or Comment posting to the online discussion component of the course (as long as it is done within 24 hours of the due date and time). Late work related to the Discussion board will also drop by an additional 15% each day.

**Accommodations for Disabilities:** Notify the instructor of any needed accommodations for documented disabilities as soon as you can. “If you are a student with a disability that requires curricular or co-curricular accommodations, please go to Disability Support Services for coordination of these accommodations. All accommodations are individualized and require documentation of the functional impacts of the disability and severity. DSS is located in the Student Success Center, Room 1270; you may contact them to make an appointment by calling (618) 650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information. Also, according to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, contact the instructor.”

**Withdrawal from Classes and Incomplete Grade Policies:** For the 5-week summer term, you may withdraw from a class with a W (no instructor signature) until the end of the day on the 5th day of class. Until the end of the 7th day of class, a student may only withdraw with the signature of the instructor, and will receive either a WP or a WF. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the grade will be changed from I to F.

**Academic Honesty:** I trust you will be honest in this course. Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the Provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent. Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

The Psychology Department’s Policy on Plagiarism: “Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation.” Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one
type of academic misconduct described in SIUE’s Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.”

The Undergraduate Catalog provides the following statement on plagiarism: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own. Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

Department Writing Policy. “As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not
permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.