



CCJS418V: Offenders of Violent Crime Fall 2026

Section 0101

Location: TYD (Tydings) 1118

Meeting Days: Wednesdays

Meeting Time: 2:00 – 4:30 p.m.

Professor	Selena R. Price
Office Hours	<i>In person & Zoom:</i> M & W: 11 a.m. – 12 p.m. & 1 – 2 p.m. *Walk-ins welcome* **Zoom available with appointment** ***Appointments preferred to ensure adequate time and attention***
Office Location	2213 Lefrak Hall
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Course Description:

Violent crime has always been a part of the world's make-up, but the question is why? Why would someone commit such heinous crimes? What was going through their minds leading up to the act and even during the crime itself or in other words "what went wrong?" This course will explore the inner thoughts of a violent criminal and the motive behind their crimes. This course will focus on a variety of topics of violent crime, specifically on psychological profiling, field investigations on relevant and high-profile case studies to illustrate theory and application of the methods discussed, and case-by-case analyses of chilling, first-person accounts. This class will explore not only the violent act and actor, but also the community that the actor inhabits and in which the act occurs. The three required texts for this class touch on topics such as: psychological profiling, criminal theory, analysis of the crime scene, serial murderers, rapists, Pedophilia, and the victim/survivor. Some notorious killers such as: Jeffrey Dahmer, John Wayne Gacy, Aileen Wuornos, Jack the Ripper, Lizzie Borden, and Ted Bundy will be discussed. This course will also explore a collection of provocative, high-profile cases of juvenile killers, such as: The Columbine tragedy, the Allentown Stalker, and the James Bulger abduction. This section will not only examine poignant questions about juveniles, but we will also discuss its purpose, which is to present a realistic look at youth offenders and hopefully gain a better understanding about this disruptive social condition.

Course Prerequisites:

CCJS100, 105, and 300

Course Goals/Objectives:

Students will:

- Learn the vocabulary associated with the development, organization, and implementation of violent crime, psychological profiling, and criminal theory;
- Learn the philosophical, theoretical, and empirical concepts important to psychological profiling and practice;
- Critically consider the content and source of our knowledge about several types of criminals;
- Apply course material to practical settings and examples;
- Draw from multiple course and outside materials to develop analytic written work;
- Use empirical evidence to evaluate innovations in true-crime case studies
- Develop informed opinions about violent crime and criminal behavior; and
- Continue to develop critical thinking skills through current events and classroom work.

Required and Recommended Readings and Materials:

- Holmes, R. M. & Holmes, S. T. (2009). *Profiling violent crimes: An investigative tool* (4th ed.). Sage.
- Athens, L. (1997). *Violent criminal acts and actors revisited*. University of Chicago Press.
- Grimming, R. & Goodman, D. J. (2008). *Juvenile justice: A collection of true-crime cases*. Pearson Prentice Hall.
- **Recommended:**
 - Klismet, Jr., P. M. & Cole, C. (2021). *Profiling violent crime: A behavioral and forensic approach*. Cognella.
- News Articles and Podcasts
 - Occasionally you may also be required to access and read related newspaper articles or websites and listen to online podcasts or watch relevant media, so that we can apply concepts learned in class to current issues. These readings, websites, and audio and video materials will be announced in class and/or posted in CANVAS and are considered additional material.

Course Requirements:

Assessment of student work will be based on four closed book/note on-line quizzes (to be taken out of class), two closed book/note on-line exams (to be taken in class), two short content analysis *reports*, two short content analysis *papers*, a group comparative analysis research paper and presentation, and the APA tutorial. **If it appears students are not reading the required material, in class pop quizzes and written assignments will be utilized.**

ELMS – Canvas: Essential Course Resource

This course utilizes ELMS – Canvas as the primary platform for distributing important course information. I will use Canvas to make class announcements, send emails, provide additional reading materials or breaking news, and update your grades. You can access the platform by visiting <http://elms.umd.edu> and logging in with your Directory ID and password.

To stay informed, I strongly encourage you to adjust your individual Canvas settings to receive email notifications whenever new content, such as announcements or updates, is posted. This ensures that you remain up-to-date with critical course information. It is your responsibility to regularly check Canvas, as you are accountable for any material shared there.

If you encounter any difficulties accessing Canvas, please contact the University of Maryland's support desk at **301-405-1500** for assistance.

***Please note:* we will be watching a handful of documentaries for this class and are aimed to help you obtain information for your content analysis reports and papers. These documentaries can be found through Amazon Prime or possibly Netflix or another online platform of your choice. If you do not have these platforms you can pair up with someone who does if you want to refer to them later.

APA Tutorial/Quiz: (10 points)

Students are required to take the on-line UMD APA Style tutorial found in Module Week 3 in CANVAS. Please take the tutorial and then complete the quiz. This tutorial is to help you refresh on APA for your writing assignments and/or for future classes. You may take the quiz as many times as you want, up until the due date, in order to achieve the full 10 points. **The APA Tutorial must be taken by September 16, 2026 at 2:00 p.m. No make-up will be permitted.**

Exams/Quizzes: (50 points each/25 points each)

There will be two *in-class* online exams and four *out of class* online quizzes, all administered through CANVAS. The format of the exams and quizzes will be discussed in class and may include multiple-choice, true or false, fill-in-the-blank, short-answer, or essay questions.

Each exam is administered through Canvas, but must be taken **in class**. Each exam is timed and will be available for 75 minutes, from 2:00 p.m. to 3:15 p.m. Please bring your laptop. Each exam is built to be completed in approximately 50 minutes, but you will have the full 75 minutes if you need it. Nothing else will be scheduled on exam days. Students approved to test at the ADS office will take the exam there, on the same day and at the same start time.

Both Exam 1 and Exam 2 are non-cumulative, and there is no final exam for this course. You will have only one attempt to complete the exams and quizzes. Additional details about the exams and quizzes will be provided closer to the assessment dates. For questions regarding exam material, please email me no later than 5:00 p.m. (Eastern Time) the day before the exam. Exams and quizzes not completed by the deadline will receive a zero.

Quizzes are to be taken out of class and are timed. They will be available through CANVAS at least 24 hours prior to the due date. *All quizzes (1-4) open Thursday at 2:00 p.m. and close Friday at 11:59 p.m.* Please avoid waiting until the last minute to complete the quizzes and note that the timer will continue running once you start. To avoid any issues, it is strongly recommended that you complete the quizzes with minimal distractions and a reliable internet connection as exceptions cannot be made for technological issues. All exams and quizzes must be submitted by the designated deadline. Late submissions will not be accepted and will receive a score of zero unless there is a dire circumstance, and you notify me prior to the scheduled exam or quiz.

Content Analysis Papers and Reports: (45 points each x 2 = 90 points for papers; 25 points each x 2 = 50 points for reports) = 140 total points

These assignments are designed to research and analyze an assigned serial killer in detail. The Content Analysis Papers and Content Analysis Reports share the same objectives and criteria, but the reports are a condensed version of the papers and may be written in bullet form to reduce workload while maintaining the depth and quality of analysis.

These **two** short papers require an in-depth analysis of one assigned serial killer. To help you learn more about each killer, we will watch documentaries in class that provide a brief background on each of the assigned serial killers. These documentaries are intended to supplement your research and serve as supportive resources, but they should not be the sole basis for your assignments. Please see the tentative course schedule for the assigned serial killer of that week and due dates.

You are encouraged to incorporate information from documentaries (provided in class) and are expected to incorporate additional resources to thoroughly address, but not limited to, the following:

Introduction: A brief paragraph introducing the assigned killer, when and where the crimes occurred, and the central point your paper will make.

1. Killer's Background and Criminal Profile

- Psychological/emotional state, childhood background, typology, ideal victim profile, age at first killing, spatial mobility, level of organization, level of violence, motive, and signature, etc.

2. Victim Profile

- Number of victims, age range, ideal victim characteristics, and victim outcomes, etc.

3. Crime Scene(s)/Acts

- Details of the crime scenes: what was left behind, what was taken, evidence of signature behaviors, etc.

4. Theoretical Explanation

- Apply one or a combination of psychological, biological, or sociological theories to explain the individual's criminal behavior.

5. Your Informed Assessment (Opinion)

- Your informed, evidence-based assessment of why this person committed such acts and why the violence took the form it did, written in third person, and supported by your research.

Conclusion: A brief paragraph restating your central point and the findings that best support it. Do not introduce new information.

Your paper's *body* length should be no less than **five full pages** long. If your papers are longer than five pages, you will not lose points (a thorough paper would be longer). However, if your papers are less than five **full** pages, points will be deducted. These papers should be written in APA format and have a title and a reference page. It is best to aim for **at least six credible** sources to help solidify your papers.

You will be graded on content and development, readability, organization, APA format, grammar, punctuation, and spelling. Please see the grading rubric in Canvas for the point breakdown in each area.

Please note: All papers must be submitted electronically (in the drop box) via CANVAS **by the beginning of class** on the day the assignment is due. Only in circumstances of **absolute necessity** will late papers be accepted. Late papers may receive reduced credit at my discretion. **CANVAS will not allow you to post your paper past the due date and time.** Turnitin will be utilized for these papers. Please see the research paper guide in CANVAS for more details.

- **Content Analysis Reports:** (25 points each)

The Content Analysis Reports are condensed versions of the Content Analysis Papers. These reports should address the same topics as the papers, but may be presented in a bullet-point format for brevity and clarity. The goal is to reduce workload, while still demonstrating a comprehensive understanding of the assigned serial killer. Each report should include:

Introduction: A brief paragraph (not bullets) introducing the assigned killer, when and where the crimes occurred, and the central point your paper will make.

1. **Killer's Background and Criminal Profile**

- Bullet points summarizing psychological/emotional state, childhood background, typology, ideal victim profile, age at first killing, spatial mobility, level of organization, level of violence, motive, and signature, etc.

2. **Victim Profile**

- A concise summary of victim characteristics and outcomes.

3. **Crime Scene(s)/Acts**

- Key details of the crime scenes (e.g., evidence, signatures, organization).

4. **Theoretical Explanation**

- Brief application of one or more theories explaining criminality.

5. **Your Informed Assessment (Opinion)**

- Your informed, evidence-based assessment of why this person committed such acts and why the violence took the form it did, written in third person, and supported by your research.

Conclusion: A brief paragraph (not bullets) restating your central point and the findings that best support it.

Each report should be concise but thorough, ensuring that all required elements are included in a bullet-point format. Bullet points must be written in complete sentences and include in-text citations. A separate APA title page is not required for reports; use the heading block provided in the report template. Reports should be formatted in APA style with a reference section with at least **six** credible sources. Late submissions will be accepted only under exceptional circumstances with prior notification and approval.

A Note on Working Together and on Point Values

The writing assignments in this course are built to move you from working on your own to working in a group. The two content analysis reports may be completed individually or with a partner of your choosing. The two content analysis papers must be completed with an assigned partner. The group

comparative analysis paper is completed with a full group. Each step asks you to coordinate with more people and to account for more research.

Point values reflect the work each assignment requires per person, not simply its length. A report may be written in outline and bullet-point format with an introduction and conclusion, but it still requires complete sentences, the same five areas of analysis, and the same number of credible sources as a paper. Because a report may be completed alone, one student may carry the entire assignment. A paper is longer, but the work is shared between two partners. The point values account for that difference.

*****Please note:** *Dahmer and Gacy* will be written as a content analysis report. You may work with a partner of your choice for these assignments or work as an individual. *Bundy and Ramirez* must be written as a content analysis paper and **must** be written with a partner (assigned if one is not chosen). Partners will be selected by the end of the third week of classes. This is a collaborative effort, so select your partner wisely and share contact information early. If issues arise, attempt to resolve them independently. If necessary, consult me as a last resort. Both partners will generally receive the same grade unless extenuating circumstances arise.

Group Comparative Analysis Research Paper and Presentation: (100/50 points = 150 total points)

Students are required to write a **group** comparative analysis research paper. Groups may consist of **2-4** students (depending on class size) and will be formed at the beginning of the semester. Students will have to write and complete one short (**8 to 10 full body pages**, using provided template in CANVAS as a guide for format) research paper, which provides an opportunity to examine the research/factual data on **three** (serial) killers. Each group will randomly pull three serial killer names from a hat.

- For example, if your group picked Joseph DeAngelo, Aileen Wuornos, and Albert Fish, your group should research and write about their similarities and differences while incorporating their childhood, characteristics, types of victims (if any), motive, etc. similar to the information you provided in your content analysis papers.
- Please note: that your group may write about additional killers of your choice, if warranted.

All papers must be submitted electronically (in the drop box) via CANVAS **by the beginning of class** on the day the assignment is due (**December 4, 2026 by 11:59 p.m. (ET)**). Failure to do so will be detrimental to your grade. Your paper should be written as academic works with clear organization and should be free of grammatical and mechanical errors. You will be graded on content and development (30 points), readability (20 points), organization (20 points), APA format (15 points), grammar, punctuation, and spelling (15 points). **Please note:** Only in circumstances of **absolute necessity** will late papers be accepted. Late papers will receive reduced credit at my discretion. **CANVAS will not allow you to post your paper past the due date and time.** Turnitin will be utilized for these papers. Only one student is responsible to upload their group's paper. However, each student in your group must upload a confirmation statement that they participated and contributed to the group comparative analysis paper. For example: "I, [Your Name], confirm that I actively participated in and contributed to the completion of this group comparative analysis paper."

Remember each group will receive the same grade for this paper as it is a team effort. However, if issues arise regarding participation or contributions, I reserve the right to assign individual grades. It is your

responsibility to address any group challenges collaboratively. If you cannot resolve the issue, please contact me early, so we can find a solution. Please see the research paper guide in CANVAS for more details.

*****Review of First Draft:*** Interested students are invited to submit first drafts in CANVAS of their group research paper for review and constructive feedback. Please see the course schedule below for all deadlines.

Presentation Part: (50 points)

This presentation will consist of providing a detailed summary of your group's paper. Each group will be assigned a date for their presentation (**December 9, 2026**). Each group is allotted **12-15** minutes to present their summary of their paper to the class and each group is expected to present at the **beginning** of the class (**BY 2:00 P.M.**). Each student **must** submit a copy of the material and slides the day of presentation by dropping the material in presentation drop box in CANVAS (**BY 2:00 P.M.**). Please see the presentation tips and rubric in CANVAS for more details.

Class Participation:

Class participation is an especially important aspect of this course. This not only consists of attendance (as they go hand in hand), but also your actions while in class. Strong participation includes engaging actively in class discussions and group work, commenting on the reading materials, drawing connections between course material, completing worksheets, class and group discussions, current events, and expanding discussions by posing questions to the class. You are encouraged to bring your unique perspectives, information, and experiences to classroom discussions in order to deepen the understanding of the material for everyone.

Students are expected to come to class prepared. This means that you are expected to have completed the readings and be ready to engage the material. Over the semester there may be worksheets, thought exercises, or other homework assignments designed to help students understand and engage the assigned readings. These are not graded and do not contribute points toward your overall grade, but they are designed to help you apply the material, retain it, and build the groundwork for your content analysis reports, papers, and group project. Please see the rubric at the end of the syllabus to use as a guide.

Attendance:

Participation for class is central to this course. If you are not present, you cannot participate in class activities to help your learning, and a fair percentage of the material presented in class is not directly covered in the readings. Since we meet only once per week for two and a half (2.5) hours, missing a single class means missing a full week of material, including any documentary or discussion that supports your reports and papers. Attendance is not graded, but you should do your best to be here. If you are absent from class, you remain responsible for the course material, announcements, and deadlines for that day. Your classmates are your best resource for gathering missed course material as I do not post my lectures or lecture notes. Once you have obtained the lecture notes, I am happy to go over any questions you have during my office hours. Keep in mind, any student absent more than two class meetings (more than 5 hours of total class time) this semester could be considered excessively absent. Please see the

UMD Attendance Policy for further information, <https://policies.umd.edu/student-affairs/university-of-maryland-policy-on-excused-absence>.

If frequent absenteeism (two full classes or more, which is 5 hours of total class time) results because of work, personal issues, or an illness, you should consider not taking this course until a time when it will be more convenient for you to attend classes on a regular basis. This policy is necessary, given that we meet only once a week; two absences already place you two weeks behind.

Notes on Course Requirements:

Late Assignments, Missed Exams, and Quizzes: Assignments, exams, and quizzes must be turned in the day they are due. Only in circumstances of **absolute necessity** (funeral, hospitalization, illness of the student or an immediate family member, car accident, medical condition, subpoenaed for court, military duty, religious observances, college athletic game, etc.) will late assignments be accepted. Changes in employment schedules, personal travel, traffic/transit problems, miscalculating due dates, or simply “I forgot” or “I overslept”, etc. **do not** qualify as excused absences. The late assignments *may* receive reduced credit at my discretion, depending on the situation. When this occurs, you **must** notify the professor **before** you miss the assignment/exam for a makeup to be scheduled to the best of your ability. Once you contact me via email, you can then begin gathering your documentation while I work on rescheduling options. If you know in advance that you will be absent for an exam or class, with an approved absence (you must notify me at least **one week** prior to the due date), you may be expected to take the exam or turn in the assignment prior to the due date.

- Students may, one time per course per semester, provide a self-signed excuse, which can be found in Canvas under the miscellaneous module, as documentation of a *medically necessitated* absence from a single class that does **not** coincide with a major graded assessment or assignment due date. Again, for all other medically necessitated absences, students must provide verifiable documentation from a physician, upon request of the course instructor. If a student is found providing false information, a referral will be made to the Office of Student Conduct and may result in disciplinary action.
- If you miss a class, it is your responsibility to keep up with the required readings. Although lecture notes will **not** be shared or posted online, feel free to obtain lecture notes from a classmate upon your return and refer to the tentative course schedule for a reference. Any reasons for missing class that are not outlined above will not excuse you from missing a deadline.
- Please note: missed exams and quizzes may be in a different format, to include, but not limited to, fill-in-the blank, short-answer or essay format. Also, I reserve the right to ask for documentation in order to approve the make-up assignments and/or exams and quizzes.
- All assignments are graded based on the initial submission, and no resubmissions will be accepted to improve grades or earn partial credit. It is essential to ensure that the work you submit represents your best and final effort. Similarly, retakes of exams are not permitted under any circumstances. Please take the time to carefully review and prepare your work and study thoroughly for exams, as all assessments provide a single opportunity to demonstrate your understanding and mastery of the material.
- Please see the examination policy for further details.
- Religious Observances and Athletes → if you are unable to attend class or take an exam due to a

known religious observance or athletic obligation, you will need to discuss this with me and submit the necessary documentation (signed religious letter, university athletic travel schedule, etc.) **no later than September 23, 2026** to excuse your absence. Failure to notify me by this date will result in receiving a zero for the missed exam/assignment if you miss class. It is your responsibility to arrange an alternative date to complete exams/assignments **prior** to the missed class *regardless* if you handed in your religious observance letter or athletic travel schedule.

Tentative Course Schedule:

Week:	#	Date:	Topic & Reading Assignments:
Week 1	1	Wed, Sep 2	Intro to the class Ch. 1: Psychological Profiling: An Introduction Ch. 1 in Athens
Week 2	2	Wed, Sep 9	Ch. 2: Profiling in Fantasy and Fact Ch. 5 Klismet & Cole Ch. 3: The Rationale for Psychological Profiling Ch. 2 & 3 in Athens
Week 3	3	Wed, Sep 16	**APA tutorial/quiz due on CANVAS by 2 p.m.** Finish Ch. 3 and Ch. 2 & 3 in Athens Ch. 4: Criminal Theories and Psychological Profiling Ch. 4 in Athens/Review for Quiz 1 Ch. 7 Klismet & Cole ***Quiz 1 (Chapters 1-4) on CANVAS*** due Friday, Sept 18 by 11:59 p.m.
Week 4	4	Wed, Sep 23	Ch. 5: The Analysis of the Crime Scene Ch. 5, 6 & 7 in Athens Ch. 3 & 13 Klismet & Cole Ch. 7: Profiling Serial Murderers
Week 5	5	Wed, Sep 30	Finish Ch. 7 Ch. 8 in Athens Ch. 11 & 12 Klismet & Cole <i>1st Content Analysis Documentary: Jeffrey Dahmer (50 minutes)</i>
Week 6	6	Wed, Oct 7	**Dahmer: 1st Content Analysis Report due by 2 p.m. in CANVAS** Ch. 8: Psychological Profiling and Rape Ch. 14 & 15 in Athens/Review for Quiz 2 Ch. 17 & 18 Klismet & Cole <i>2nd Content Analysis Documentary: Ted Bundy (50+ minutes)</i> ***Quiz 2 (Ch. 5, 7-8 and Ch. 5-8, 14 & 15 in Athens) on CANVAS*** due Friday, October 9 by 11:59 p.m.

Week 7	7	Wed, Oct 14	**Bundy: 1st Content Analysis Paper due by 2 p.m. in CANVAS** Ch. 9: Pedophilia and Psychological Profiling Ch. 15, 16 & 20 Klismet & Cole <i>3rd Content Analysis Documentary: John Wayne Gacy (50 minutes)</i>
Week 8	8	Wed, Oct 21	**Gacy: 2nd Content Analysis Report due by 2 p.m. in CANVAS** Ch. 11: Profiling Satanic and Cult-Related Murders <i>4th Content Analysis Documentary: Richard Ramirez (50 minutes)</i> Review for Exam 1
Week 9	9	Wed, Oct 28	*****In class Exam 1 (Ch. 1-5, 7-9 & 11 & Ch. 1-8, 14 & 15 in Athens) on CANVAS/Bring your laptop*****
Week 10	10	Wed, Nov 4	**Ramirez: 2nd Content Analysis Paper due by 2 p.m. in CANVAS** Ch. 12: Geography, Profiling, and Predatory Criminals Ch. 13: Jack the Ripper Ch. 14: Lizzie Borden
Week 11	11	Wed, Nov 11	<i>*First Draft of Group Comparative Analysis Paper Review- Optional*</i> <i>Lizzie Borden Documentary (50 minutes)</i> Ch. 15: The Victim in Criminal Profiling You solve the case→ Documentary from a Coroner's perspective (50 minutes) Ch. 16: The Future of Criminal Profiling/Review for Quiz 3 ***Quiz 3 (Chapters 12-16) on CANVAS*** due Friday, November 13 by 11:59 p.m.
Week 12	12	Wed, Nov 18	<i>Guest Lecture - Victims and the Crime Scene (2:00-2:45 p.m.)</i> Ch. 1, 2 & 4 in Grimming and Goodman: Juvenile Justice: A Glimpse at Reality; Columbine & The Allentown Stalker Ch. 22 Klismet & Cole Ch. 5 & 7 in G&G: Lesbian Killers & The James Bulger Abduction <i>Killer Instincts with Chris Hansen: Deadly Love (50 minutes)/Review for Quiz 4</i> Review for Exam 2 – 30 minutes ***Quiz 4 (Ch. 1, 2, 4, 5 & 7 in Grimming & Goodman) on CANVAS*** due Friday, November 20 by 11:59 p.m.
Week 13	13	Wed, Nov 25	*****THANKSGIVING BREAK – NO CLASSES*****

Week 14	14	Wed, Dec 2	****Exam 2 (Ch. 12-16/Holmes; Ch. 1, 2, 4, 5 & 7/Grimming & Goodman) on CANVAS to be taken in class/ Bring your laptop **** ****Group Comparative Analysis Research Paper due Friday, December 4 by 11:59 p.m.****
Week 15	15	Wed, Dec 9	Class Presentations (All groups; 12-15 minutes each, beginning promptly at 2:00 p.m.)
Finals Week			***There is no final exam for this course***

**Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

***Note: Quizzes 1-4 are highlighted in blue as all quizzes open Thursday at 2:00 p.m. and close Friday at 11:59 p.m.

***Note: Content Analysis Reports and Papers are highlighted in yellow and due at 2:00 p.m.

***Note: Group Comparative Analysis Research Paper is highlighted in green and due Friday, December 4, 2026 by 11:59 p.m.

Grading System:

		Total Points	≈Weighted %
APA Tutorial/Quiz		10	2%
Exams/Quizzes			
4 Quizzes (25 pts each)		100	20%
Exam I & II (50 pts each)		100	20%
Classwork			
2 Content Analysis Papers (45 pts each)		90	18%
2 Content Analysis Reports (25 pts each)		50	10%
Group Comparative Analysis Paper		100	20%
Presentation		50	10%
TOTAL POINTS		500	

As noted above, students may earn up to 500 points for this course, distributed in the above chart. The four quizzes (4x25 points) and the two exams (Exam I and II = 100 points) may consist of multiple choice, fill in the blank, true or false or short answer. **Please note that students may earn up to 10 points of extra credit throughout the semester.** Students must be present in class to earn these points, no exceptions.

Course Grading Scale:

A+	97 - 100%
A	93 - 96%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%

D	63 - 66%
D-	60 - 62%
F	Below 60%

****Please note:** Grades in this course are determined based on the work you submit and the standards outlined in the syllabus. As such, I do not round up or curve grades. To ensure fairness and equity for all students, I adhere strictly to these policies. This approach is also why I provide opportunities for extra credit during the course, which is worth more than a .5% threshold bump for final grades. Requests to adjust final grades that are not reflective of your earned performance will not be considered. I appreciate your understanding and your commitment to doing your best in this course.

Classroom Etiquette:

Remember, every professor has their own unique teaching style, policies, and approach to content delivery. Please plan to arrive a few minutes early and to remain until class is dismissed to avoid disrupting class discussions or your classmates' concentration.

- All electronic devices must be turned to **silent** when in class.
- No cell phones may be used in class, unless authorized.
- Texting in class is not allowed. If you need to communicate with someone during class due to an emergency, simply excuse yourself to do so outside the room.
- I will allow laptops in the classroom, but **ONLY** to assist you in notetaking or to access the text. If I find that the student is using their laptop for other means, I reserve the right to restrict you from using it in my classroom.
- I **do not** allow recording devices in my classroom unless you have proper authorization to do so.
- I also **do not** allow the student to take pictures of my PowerPoint slides because the slides are designed to complement the lecture, not serve as standalone materials. This policy encourages students to engage actively during class, take detailed notes, and participate in discussions. Additionally, some content may be proprietary or intended for educational purposes only, and distributing it without proper context could lead to misunderstandings. Therefore, the student is expected to take notes by hand or use their laptop. If you are having trouble taking notes, it is best to ask one of your peers for assistance prior to the class. There are also services through the disability office that can offer note-taking assistance if needed. I will be asking for a volunteer to take class notes, though this is not guaranteed. If available, these notes are for occasional, unavoidable absences only and should not replace regular attendance.
- I should not have to say this, but do not vape/smoke in class!

You are expected to read the assigned readings as a preparation for each class. Please keep in mind that class is conducted at university level meaning students should not expect the professor to cover **ALL** of the material contained in the text nor all of the assigned readings. The purpose of those assigned readings is to provide the foundation necessary for the student to understand the material and participate in classroom discussions in a knowledgeable and productive manner. *Accordingly, examinations may include material drawn from the assigned readings that is not explicitly covered during class meetings.*

Friendly Reminders:

- CRIMINAL JUSTICE IS A SUBJECT THAT DISCUSSES A LOT OF SENSITIVE INFORMATION

- Sexual assault and rape, race, religion, stereotyping, racial profiling, death penalty, victims/survivors, corruption, politics, etc.

This course explores crime and the individuals involved in it. By its very nature, this subject often entails discussions of trauma and traumatic events. While it is impossible to predict how certain topics may affect individuals, I recognize that many students may have personal experiences with trauma related to crime or the criminal justice system. As such, some of the material covered in this course may be challenging or distressing.

If you find yourself struggling with any of the course materials, please prioritize your self-care. You are encouraged to pause your engagement with the material, whether it's a book, article, or discussion, until you feel ready to continue. If you would like to discuss your concerns, I am available during office hours and can help connect you with a specialist or appropriate resources for additional support. However, please note that University policy requires me to report certain information if specific crimes have occurred on campus.

For additional confidential support, the following resources are available:

- **UMD CARE Office:** 301.314.2222
- **UMD Counseling Center:** 301.314.7651
- **UMD Mental Health Service:** 301.314.8106

If you are in crisis, feeling at risk of harming yourself or others, or experiencing a mental health emergency, please call 911 or visit the nearest emergency room.

In addition, please keep an open mind, but be respectful when listening and discussing a topic. **Any** misconduct will **not** be tolerated. However, please respectfully speak up and voice your opinion. We may be able to learn from you!

- Don't talk over each other
- Open Discussion class → more discussion the better and I will appreciate this!
 - If you don't like talking now you will by the end of this class
- As university learners, I expect you to share your experiences and knowledge with your peers in course discussions respectfully.
- As university learners, I expect active participation and commitment to your learning experience.
- As university learners, I expect you to communicate professionally with me about your progress in this course.
- As university learners, I know you expect prompt and qualitative feedback that will foster learning. I will make every effort to provide timely feedback on course assignments. I define "timely" as within two weeks of the assignment deadline.
- As university learners, I know you expect to apply what you are learning in your personal and professional lives.

As university learners you should be fully aware of how to write using APA, when applicable. The APA tutorial and quiz will also help you become more familiar with this writing style for this and future classes. I have provided a few helpful tips below for you to attempt to achieve the maximum points on any writing assignment:

- Use Times New Roman 12-point font

- Use a title page for papers
- Have a sufficient introduction, body, and conclusion
- When using quotes, please include the page number(s), Ex. (Price, 2018, p. 1 or pp. 1-5)
- When using 40 or more words you need to use block formatting
- Make sure your references are in alphabetical order
- DO NOT use Wiki, it is NOT a scholarly source
- Avoid writing in first person for papers. First person is acceptable if you are writing a research paper based on your personal research you conducted.
- Avoid back-to-back quotes. I want to hear your voice. Please keep in mind that in a paragraph (5-10 sentences) there should only be 1-2 quotations. Your paper should be a balance of your *informed* opinion supported with factual information.
- DO NOT plagiarize! Using a former paper from another class (dovetailing) is considered plagiarism. DO NOT TRY IT!
- Another helpful website for APA tips would be: <https://owl.purdue.edu/>

Email:

Please check the course website and email via Canvas regularly for announcements and emails regarding this class. Your UMD email account (through Canvas) will be used for course communication. If you do not use this email account regularly, be sure to set it up such that you will receive these messages one way or another. If you don't anticipate checking your Canvas course mail regularly, you can set it up so that course emails also appear in your UMD email account. You are responsible for any information (changes to the course schedule, clarifications of assignments, etc.) that is distributed through this venue. If I have an emergency, I will notify you as soon as possible through this system. Please check it on a regular basis.

The best way to get a hold of me would be by **Canvas email**. However, if you prefer to see me in person, please stop by my office hours or make an appointment via email. Keep in mind if you do not make an appointment, you may have a longer wait time than you expect. A good rule of thumb is: if the question or comment you have is more than 4 sentences, it probably should be asked in person. **When you are emailing me, please be sure to email through Canvas for any class questions.** I get a lot of emails and I want to make sure I am responding to the correct student for the correct class.

Please be professional in all communication and provide detailed content. Specifically, please avoid writing in the form of texting or instant messaging and in all class related emails please address the person to whom it is sent and sign your name. I strive to respond to emails received during regular business hours (Monday–Friday, 9:00 a.m.–5:00 p.m.) on the same day whenever possible. Please note that I do not respond to emails over weekends or on holidays; in such cases, you can expect a response by 5:00 p.m. on the next business day. If you do not receive a reply within 48 hours of the anticipated response time, kindly resend your email.

Before reaching out, I encourage you to review the syllabus and Canvas announcements/emails to see if your question has already been addressed (e.g., "What chapter are we assigned to read for a specific date?"). This will ensure efficient communication and timely responses to your inquiries. Know that the usual maintenance period for Canvas may be between 5:00 – 7:00 A.M. During that time, Canvas may not be available.

Examination Policy:

Examinations are an essential component of this course and are designed to assess your understanding of the material covered. To maintain fairness and uphold the integrity of the examination process, the

following policies will apply:

No make-up tests or quizzes will be given unless I have been notified **prior** (to the best of their ability depending on the circumstances) to the exam/quiz being administered and only in circumstances of **absolute necessity** (funeral, hospitalization, illness of the student or immediate family member, car accident, medical condition, subpoenaed for court, military duty, religious observances, college athletic game, etc.) will a make-up exam/quiz be given. I reserve the right to ask for documentation in order to approve the make-up exam or quiz. Changes in employment schedules, personal travel, traffic/transit problems, miscalculating due dates, or simply “I forgot” or “I overslept”, etc. **do not** qualify as excused absences.

If you miss an exam and notify me after the start of the exam, you will **NOT** be able to reschedule the exam, depending on the circumstances (hospitalization). Any questions about the exam material need to be emailed to me by 5:00 p.m. (ET) the day before the exam.

Students are expected to arrive on time for all scheduled examinations. Each exam period is 75 minutes. Arriving late not only disrupts the testing environment, but also affects your ability to complete the exam within the allotted time.

- If you arrive after the examination has started and a student has already submitted their exam, you will **not** be permitted to take the exam. It is crucial to arrive early to ensure you can participate.
- If you arrive within 25 minutes of the start time and no one submitted their completed exam, yet, you may still take the exam; however, no additional time will be granted. For example, in a 75-minute class, arriving 25 minutes late will leave you with only 50 minutes to complete the exam.
- Students should account for potential delays, such as traffic or parking, and plan to arrive early. Being prepared and punctual reflects a professional attitude that will benefit you in both academic and professional settings.

Make-up quizzes/exams will be in a different format, and may also include fill-in-the blank, short-answer, and essay format, and given closer to the *end* of the semester. Also, I reserve the right to ask for documentation in order to approve the make-up assignments and/or exams and quizzes. Some things to keep in mind:

- Bring your laptop to each exam. If you do not have a laptop, please see me 1 week in advance to make arrangements to provide you a hard copy the day of the exam.
- Do not leave the room when an exam is being administered.
- Please go to the bathroom *before* the exam.
- Turn your phones on silent and store them away.
- Everything should be off your desk, except your laptop.
- Bags, purses, bookbags, laptops, etc. should be closed and placed on the floor.
- Hats must be removed or turned around, and hoods must be taken off during the examination.
- The use of headphones or earbuds is strictly prohibited during the exam. Do not search on your smartwatch or watches with internet capabilities during the exam.
- I will be monitoring the exam. Cheating will not be tolerated! Any misconduct will result in a zero and you will be referred to the Office of Student Conduct. Do yourself a favor, **DO NOT TRY IT!**

Policies and Resources for Undergraduate Courses:

It is our shared responsibility to know and abide by the University of Maryland's policies <https://www.ugst.umd.edu/courserelatedpolicies.html> that relate to all courses, which include topics like:

- Academic integrity
- Grade disputes
- Accessibility, accommodations, and resources
- Notice of Mandatory reporting
- University-Wide Emergency
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Academic Integrity Policy:

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. An environment of academic integrity is necessary in order to respect oneself and others and to maintain a civil community. Academic integrity is a basic guiding principle for all academic activity at the University of Maryland, and all members of the University community are expected to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Such acts of dishonesty include cheating or copying, plagiarizing, self-plagiarizing (for example: handing in a previously submitted paper), submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from a grade of "F" for the assignment to a grade of "F" for the course.

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. **As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.**

The use of AI tools and course assistance sites is not permitted in this course. This includes ChatGPT, Gemini, Course Hero, and similar tools and sites. AI generated content is not an acceptable source for any assignment unless the instructor explicitly grants permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and reach out if you have questions.

Plagiarism:

Derived from the Latin word Plagiarius, plagiarism is defined by Alexander Lindly as "The false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own." (Plagiarism and Originality. New York: Harper, 1952, p. 2). Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use another person's words and thoughts, they must be acknowledged as such. Plagiarism is cheating. Any student caught plagiarizing the work of another will, at the very least, receive an "F" for the course, and could lead to expulsion from the University. Your attention is again directed to the "Academic Integrity" policy with regards to this important topic.

Plagiarism is considered to be any one or more of the following:

1. Extracting any sentence from another text without quotation marks and a supporting citation.
2. Extracting a portion of any sentence from another text without enclosing it in quotation marks and a supporting citation.
3. "Cut-&-Paste" or "Mosaic" plagiarism occurs when a student eliminates or adds one or two words to an existing sentence or abbreviates a compound sentence. (For example, the first of the three following sentences is the original in a text, and it appears as a properly cited quotation. Those that follow the first sentence would be considered "cut-and-paste" plagiarism. "The German sociologist Max Weber, although best known to students of public administration for his analysis of rational bureaucracy, has had a broad impact on the social sciences" (Denhardt, 1993, p. 30). "It has been said that Max Weber, although best known to students of public administration for his analysis of rational bureaucracy, has had a broad impact on the social sciences." "The German sociologist Max Weber has had a broad impact on the social sciences."
4. Also considered under this title is any paper submitted in which the cited material is not designated by quotation marks in the text of the paper. It has been my experience that authors of such papers are attempting to shield themselves under a mantle that has come to be known in political circles as "Plausible Deniability." In short, "I didn't know what I was doing was wrong." Now you know!
5. **The rule of thumb for this course is, if you use four or more of the original words of an author, then they must be enclosed by quotation marks and a proper citation with page number must accompany their use.**

Note: For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students](#).

Turnitin performs originality or similarity index checks on submitted papers, checking the submissions against four possible plagiarism sources. These include the Internet; ProQuest, a database that contains full-text articles of many newspapers and magazines; Turnitin's own database of thousands of student papers turned into the site from other universities; and a database of papers submitted from UMD to Turnitin. Once the paper is checked, a similarity index report is sent to the submitter. The report highlights possible instances of plagiarism and the source of the questionable text. **Each student (or one student in a group) is required to submit their paper through Turnitin, which is embedded into Canvas and will automatically produce a similarity index report. Failure to do so will result in a deduction of points at my discretion.**

Keep in mind: one of the most common forms of academic dishonesty occurs when authors type in lines of text from a source without putting them inside quotations or without providing the original author's name and date of publication. Even changing only a few words means this is still plagiarism. It is best to read a passage, remove it from sight, and then paraphrase what you read (put it in your own words).

Grade Disputes:

If you have questions or concerns about your grade(s) and believe I should review them, you must submit a written request over email that describes your concern in detail within **one week** after grades for the relevant assignment have been posted.

Where to Get Extra Help:

If you miss a lecture, it is your responsibility to keep up with the required readings as lecture notes will not be shared after class or posted online. Other students in the class are a great resource. Exchange phone numbers/email addresses the first week of classes, form study groups, share class notes since you may have missed parts others did not, and ask each other questions. Also, do not hesitate to contact me through Canvas. I will be asking for a volunteer to take class notes, though this is not guaranteed. If available, these notes are for occasional, unavoidable absences only and should not replace regular attendance. For further assistance, please refer to the mental health and disability services section.

Mental Health:

"At the University of Maryland, we are a community dedicated to supporting our own mental health and each other. Prioritizing your mental health is essential for your academic success and personal well-being. Use [this website](https://mentalhealth.umd.edu/) (<https://mentalhealth.umd.edu/>) to find mental health and wellness resources available to our Terp community on a variety of topics, including crisis support, counseling, academics, wellness, and connection. We encourage you to bookmark the website for yourself and to share it with others in need. Remember, seeking help is a sign of strength, and there are many resources available to support you during challenging times." The Counseling Center is available 24/7, including holidays at 301-314-7651. In addition to taking care of your mental health, I encourage you to stay on top of your attendance. Regular participation for class is crucial for your success in this course. If you must miss class, please remember to follow my attendance policy by emailing me, through ELMS-Canvas, **before** the start of class. In your email, provide a brief explanation for your absence, and be sure to attach any necessary documentation as soon as possible **after** contacting me. Communication and accountability are key to staying on track and making the most of your learning experience.

Disability Services:

Welcome to disability services at UMD!

UMD welcomes students with disabilities into the University's educational programs. The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible, so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Once you have been approved for accommodations, you will be provided with an accommodation letter to share with your instructors as early in the semester as possible. An updated letter should be obtained each semester.

***Please note: It is your responsibility to discuss with me your accommodations **as soon as possible, but no later than September 16 (first quiz is due September 18)**. This can be achieved during office hours in person or via Zoom. Do not assume I received your accommodation letter and I do not have questions. I am not able to accommodate students who are not registered with ADS or who do not provide me with documentation that has been reviewed by ADS. ADS students who are requesting to take their exams at the ADS testing office in Shoemaker Hall need to make arrangements to do so through the ADS website at least **one week** prior to the exam; failure to do so will mean that the student must take the exam with the rest of the class. Any student taking an exam at the ADS office is expected to take the exam on the same day and at the same time starting time as the rest of the class. If you feel that you are unable to take the exam at the same day due to a scheduling conflict (another class), you must discuss this with me prior to submitting your request to the ADS testing office and submit documentation of your conflict. Also, I welcome friendly Canvas email reminders on needing time adjustments on your online quizzes, for example. Open communication is key, so be sure to schedule a time to meet with me via Canvas email as soon as you receive your accommodation letter.

Notice of Mandatory Reporting:

As a faculty member, I am designated as a “Responsible University Employee,” and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD’s Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct. If you wish to speak with someone confidentially, please contact one of UMD’s confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651. You may also seek assistance or supportive measures from UMD’s Title IX Coordinator by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu. To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](https://ocrsm.umd.edu) website at ocrsm.umd.edu.

In the Event of a University-Wide Emergency:

On occasion, the university may have a delayed opening or be closed due to inclement weather. Please make sure you check our ELMS page and Canvas email for any updates on assignment changes on these dates.

Emergency Procedures Statement:

Faculty, staff, and students may need to evacuate campus buildings for several reasons (fire or alarm activation, discovery of a suspicious object, etc.). The following points provide *guidance* on emergency evacuations:

- Be familiar with evacuation maps posted within the building. Know the location of at least two exits and the corresponding evacuation routes from the classroom.
- Exit the building as quickly and calmly as possible using the nearest safe exit if prompted to do so. Do not use any elevators.
- Move to the building’s “Designated Meeting Site”, or another safe location outside the building.
- Do not re-enter the building until you have been instructed to do so by public safety officials. The silencing of alarms does not necessarily mean that the emergency is over.

Any student who may require assistance when evacuating the building should notify the instructor, so that arrangements can be made to ensure their safety during an emergency.

Copyright and Intellectual Property:

Class lectures and other course materials are copyrighted and may not be reproduced for anything other than your personal use in this course without the permission of the course instructor. Course materials are the property of the course instructor and you should NOT sell them, do not post them on a website, do not take pictures or screenshots of them, and do not record them without documented permission from the course instructor. Be aware that copyright infringements may be referred to the Office of Student Conduct and considered a violation under Part 9(k).

Participation Rubric:

Level 1 Participation (Beginner)	• Little or no advance preparation • Allow others set and pursue the agenda
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	• Observes passively and says little or nothing • Responds to questions • Attendance record is haphazard and inconsistent; may be absent or late without notice
Level 2 Participation (Novice)	• Moderately prepared in advance • Takes some part in setting group goals and agendas • Participates in discussions, letting others provide the direction • Occasionally introduces information or asks questions • If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities
Level 3 Participation (Proficient)	• Well prepared in advance • Takes a large part in setting group goals and agendas • Actively participates in discussion and asks questions • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Volunteers willingly and carries own share of the group's responsibilities
Level 4 Participation (Advanced)	• All of the markers of proficient participation, plus: • Draws out ideas or concerns of others, especially those who have said little • Re-visits issues or ideas that need more attention • Helps the group stay on track • Summarizes group decisions and action assignments
Accessed online December 30, 2009 at http://manoa.hawaii.edu/assessment/resources/rubricbank.htm and adapted. Original adapted from Bowling Green University http://www.bgsu.edu/offices/provost/Assessment/Particip.htm	

* **This rubric is provided as a guide only.** Participation is not graded in this course, but the levels above describe what strong preparation and engagement look like, in combination with completing ungraded in-class activities. Use it as a benchmark for how to come prepared and contribute to our discussions.

Covid-19 Policy and Guidelines:

- Students are expected to always comply with current university masking policies in the classroom as they may change.
- I may ask people to wear masks in my private office spaces or I may wear a mask in the classroom for safety precautions.
- Remember, if you have Covid or another illness, please adhere to your doctor's and the university's recommendation to alleviate the spread of the illness.