



CCJS418V: Offenders of Violent Crime

Fall 2024

Section 0101

Location: SQH 1117

Meeting Days: Mondays, Wednesdays &
Fridays

Meeting Time: 10:00 a.m. – 10:50 a.m.

Professor	Selena R. Price
Office Hours	<i>Via ZOOM/in person:</i> M/W/F: 8:00 - 8:45 a.m. M/W: 2-3 p.m. ***Best to make an appointment***
Office Location	2213 Lefrak Hall
Office Phone	301-405-0172-temporary
Email	Sprice11@umd.edu (best way to reach me)

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 another 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 which the act occurs. The three required texts for this class touches 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 Wournos, 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 Bulgar 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.)*. Thousand Oaks, California: Sage.
- Athens, L. (1997). *Violent criminal acts and actors revisited*. Chicago, IL: University of Chicago Press.
- Grimming, R. & Goodman, D. J. (2008). *Juvenile justice: A collection of true-crime cases*. Upper Saddle River, New Jersey.
- **Recommended:**
 - Klismet, Jr., P. M. & Cole, C. (2021). *Profiling violent crime: A behavioral and forensic approach*. San Diego, CA: 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 on-line quizzes, three on-line exams, four short content analysis papers, a group comparative analysis research paper and presentation, class participation, and the APA tutorial. **If it appears students are not reading the required material, in class pop quizzes and written assignments will be utilized.**

***Please note:* we will be watching a handful of documentaries for this class. The documentaries that we will be independently watching in class 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.

APA Tutorial/Quiz: (10 points)

Students are required to take the on-line UMD APA Style tutorial found in the APA tutorial folder in CANVAS. Please take the tutorial and complete the quiz located in CANVAS. This tutorial is to help

you refresh on APA for your papers and/or 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 10:00 a.m. on February 5, 2024. No make-ups will be permitted.**

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

There will be two in-class exams taken on CANVAS, one online final exam, and four quizzes. The format of the exams and quizzes will be discussed in class, but the exams and quizzes may include multiple choice, fill in the blank, short answer, or essay questions. Exam 1 and 2 will **not** be cumulative, but the final exam will be. The final exam will be **online** on CANVAS during Finals Week. Please check the course schedule for the day and time of your final exam in this class. You will only get one attempt to complete the exam and no exceptions will be made for technical difficulties. It is highly recommended you find a quiet place with a strong internet connection. Exams not completed by the deadline will receive a zero. Further details will be discussed before each exam.

Content Analysis Papers: (25 points each x 4 = 100 points)

These **four** short papers are to be written on one assigned serial killer analyzing the information you have researched on this individual. We will be watching a documentary that provides a brief background on each of the known serial killers. These documentaries are only for entertainment and to provide supportive information to your other sources. They should **NOT** be solely used for these assignments. Please see the tentative course schedule for the assigned serial killer of that week and due dates. These papers are to determine, but not limited to, the psychological, emotional state, background (childhood, number of victims, ideal victim, first age of killing, etc.), spatial mobility, level of organization, level of violence, motive, signature, etc. of the individual. You should also try and incorporate either a or a combination of psychological, biological, or sociological theory(ies) that would help explain why this person committed such heinous crimes, if applicable. These papers should also explain your “informed opinion” on why you believe this person committed such crimes and why they were so violent.

Therefore, these papers should, at the very least, thoroughly:

1. Provide an adequate amount of information on the killer’s/actors background and criminal profile (typology, level of organization, spatial mobility, etc. and as stated above)
2. Their victims (how many, age range, ideal victim, characteristics, what happened to them, etc.)
3. The crime scene(s)/acts (what did it look like, what was left, taken, signatures, etc.)
4. Theoretical explanation of their criminality (biological, psychological, sociological) and
5. Your informed opinion on why you believe this person committed such acts.

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 have a title page and be written in APA format. A reference page should be included. It is best to aim for **at least 5** resources to help solidify your papers. You will be graded on content and development, readability, organization, APA format, grammar, punctuation, and spelling. **Please note:** All papers must be submitted electronically (in the drop box) via CANVAS and Turnitin **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 and Turnitin will not allow you to post your paper past the due date and**

time. Please see the research paper guide in CANVAS for more details.

****Please note:** the Dahmer and Gacy papers **will be** written as individuals, but may be written with a partner of your choice. The Bundy and Ramirez papers **must** be written **with a partner** of your choice or one will be assigned. Partners will be selected by the end of the second week of classes. This is a team effort and each student must do their part, so select your partners wisely. I will assign partners if one isn't already selected. Be sure to exchange contact information and work together. If problems arise, do your best to work them out. As a last resort, please see me with any problems. Only in absolute necessity, will I grade accordingly. Otherwise, each partner will receive the same grade.

Group Comparative Analysis Research Paper and Presentation: (100/30 points= 130 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 Wournos, 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 and Turnitin **by the beginning of class** on the day the assignment is due (**4/24/24 by 10:00 a.m.**). 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, readability, organization, APA format, grammar, punctuation, and spelling. **Please note:** Only in circumstances of **absolute necessity** will late papers be accepted. Late papers will receive reduced credit at my discretion. **CANVAS and Turnitin will not allow you to post your paper past the due date and time.** 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 research papers for review and constructive feedback. Please see the course schedule below for all deadlines.

Presentation Part: (30 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 (which will either be on May 3rd, 6th or 8th). Each group is allotted **10-15** minutes to present their summary of their paper to the class and each pair is expected to present at the **beginning** of the class (**BY 10:00 A.M.**). Each student **must** submit a hard copy of the material, article or PowerPoint slides the day of presentation by dropping the material in presentation drop box in CANVAS (**BY 10:00 A.M.**). Please see the presentation tips in CANVAS for more details.

Class Participation: (50 points)

Class participation is a very important aspect of this course. This not only consists of attendance (which goes hand in hand), but also your actions while in class. Strong class participation includes engaging actively in class discussions and group work, commenting on the reading materials, drawing connections between course material, 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. The participation grade is a combination of subjective evaluation of student participation and objective assessment of classroom activities.

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, *per se*; they do not contribute points toward your overall class grade. However, demonstrating a pattern of failure to complete these assignments or underperformance on these assignments may, at the discretion of the professor, result in a deduction of points for your overall grade. Please see the rubric at the end of the syllabus.

Attendance:

Participation is central to this course. If you are not present, you cannot participate in class activities. Furthermore, a fair percentage of the material presented in class is not directly covered in the readings. If you are absent from class, you remain responsible for the course material and announcements for that day. Your classmates are your best resource for gathering missed course material. Poor participation will cause your grade to be lowered. Roll call will be taken at each class or as often as possible. Any student absent more than three (3) 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>. At the end of the semester, **participation** shall be factored into the final grade.

If frequent absenteeism (3 full classes or more) 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 the emphasis on class participation.

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** will late assignments be accepted. Late assignments may receive reduced credit. When this occurs, you **must** notify the professor **before** you miss the assignment/exam. *Please note:* missed exams and quizzes may be in essay format and given at the end of the semester or during a time that best suits both parties.

Tentative Course Schedule:

		Date:	
Week 1			

	1	Wed, Jan 24	Intro to the class
	2	Friday, Jan 26	Ch. 1: Psychological Profiling: An Introduction
Week 2	3	Mon, Jan 29	Finish Ch. 1 Ch. 1 in Athens
	4	Wed, Jan 31	Ch. 2: Profiling in Fantasy and Fact
	5	Fri, Feb 2	Finish Ch. 2 Ch. 5 Klismet & Cole
Week 3	6	Mon, Feb 5	**APA tutorial/quiz due in CANVAS** Ch. 3: The Rationale for Psychological Profiling- <i>lecture will be posted</i> Ch. 2 &3 in Athens
	7	Wed, Feb 7	Finish Ch. 3 and Ch. 2&3 in Athens Ch. 4: Criminal Theories and Psychological Profiling
	8	Fri, Feb 9	Finish Ch. 4 Ch. 4 in Athens Ch. 7 Klismet & Cole
Week 4	9	Mon, Feb 12	***Quiz 1 (Chapters 1-4) on CANVAS*** Ch. 5: The Analysis of the Crime Scene Ch. 5 in Athens Ch. 3 & 13 Klismet & Cole
	10	Wed, Feb 14	Finish Ch. 5 Ch: 6&7 in Athens
	11	Fri, Feb 16	Ch. 7: Profiling Serial Murderers
Week 5	12	Mon, Feb 19	Ch. 7 continued Ch. 11 & 12 Klismet & Cole
	13	Wed, Feb 21	Finish Ch. 7 Ch.8 in Athens
	14	Fri, Feb 23	1 st Content Analysis Documentary: Jeffrey Dahmer
Week 6	15	Mon, Feb 26	**1st Content Analysis due in CANVAS** Ch. 8: Psychological Profiling and Rape Ch. 14 in Athens Ch. 17 & 18 Klismet & Cole
	16	Wed, Feb 28	Ch. 8 continued Ch. 15 in Athens
	17	Fri, March 1	***Quiz 2 (Chapters 5,7-8 and 5-8 and 14 in Athens) on CANVAS*** 2 nd Content Analysis Documentary: Ted Bundy
Week 7	18	Mon, March 4	**2nd Content Analysis due in CANVAS** Ch. 9: Pedophilia and Psychological Profiling Ch. 15&16 Klismet & Cole
	19	Wed, March 6	Finish Ch. 9 Ch. 20 Klismet & Cole

	20	Fri, March 8	3 rd Content Analysis Documentary: John Wayne Gacy
Week 8	21	Mon, March 11	**3rd Content Analysis due in CANVAS** Ch. 11: Profiling Satanic and Cult-Related Murders
	22	Wed, March 13	Finish Ch. 11/Review for Exam 1
	23	Fri, March 15	*****In class Exam 1 (Ch. 1-5, 7-9&11 & Ch. 1-8, 14&15 in Athens)→ in class on CANVAS
Week 9	24	Mon, March 18	*****SPRING BREAK – NO CLASSES*****
	25	Wed, March 20	*****SPRING BREAK – NO CLASSES*****
	26	Fri, March 22	*****SPRING BREAK – NO CLASSES*****
Week 10	27	Mon, March 25	4 th Content Analysis Documentary: Richard Ramirez
	28	Wed, March 27	Ch. 12: Geography, Profiling, and Predatory Criminals
	29	Fri, March 29	Ch. 13: Jack the Ripper ** 4th Content Analysis due in CANVAS**
Week 11	30	Mon, April 1	Ch. 14: Lizzie Borden
	31	Wed, April 3	Lizzie Borden Documentary *First Draft of Group Paper Review Option*
	32	Fri, April 5	Ch. 15: The Victim in Criminal Profiling
Week 12	33	Mon, April 8	Finish Ch. 15
	34	Wed, April 10	Guest Lecture - Victims and the Crime Scene
	35	Fri, April 12	Ch. 16: The Future of Criminal Profiling
Week 13	36	Mon, April 15	Finish Ch. 16
	37	Wed, April 17	***Quiz 3 (Chapters 12-16) on CANVAS*** Ch. 1 in Grimming and Goodman: Juvenile Justice: A Glimpse at Reality
	38	Fri, April 19	Ch. 2 & 4 in G&G: Columbine & The Allentown Stalker Ch. 22 Klismet & Cole
Week 14	39	Mon, April 22	Ch. 5 & 7 in G&G: Lesbian Killers & The James Bulger Abduction
	40	Wed, April 24	****Group Comparative Analysis Research Paper due**** Killer Instincts with Chris Hansen: Deadly Love
	41	Fri, April 26	***Quiz 4 (Chapters 1, 2,4,5 & 7 in Grimming & Goodman) on CANVAS Review for Exam 2
Week 15	42	Mon, April 29	****Exam 2 (Ch. 12-16/Holmes; Ch. 1,2,4,5 & 7/Grimming & Goodman) on CANVAS**** in class on CANVAS
	43	Wed, May 1	Preparation for Presentations
	44	Fri, May 3	Class Presentations

Week 16	45	Mon, May 6	Class Presentations
	46	Wed, May 8	Class Presentations
Finals Week		Fri, May 17	TBD: 118:00 – 10:00 a.m.

**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.

Grading System:

		Points	≈Weighted %
<u>APA Tutorial/Quiz</u>	.....	10	1.8
<u>Research Paper</u>			
Paper	.....	100	18.5
<u>Exams/Quizzes</u>			
4 Quizzes	.....	100	18.5
Exam I	.....	50	9.3
Exam II	.....	50	9.3
Final Exam	.....	50	9.3
<u>Classwork</u>			
4 Content Analysis papers	.....	100	18.5
Participation	.....	50	9.3
Presentation	.....	30	5.5
TOTAL POINTS	.....	540	

As noted above, students may earn up to 540 points for this course, distributed in the above chart. The four quizzes (4x25 points) and the three exams (Exam I, II, and the final exam at 50 points each) 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%

Classroom Etiquette:

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, 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. 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.

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 participate in classroom discussions in a knowledgeable and productive manner.

Friendly Reminders:

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

-Race, religion, stereotyping, racial profiling, sexism, victims, corruption, politics, etc.

Please keep an open mind but be respectful when listening and discussing a topic. **Any** misconduct will **not** be tolerated. However, please 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
 - 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.
- 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 on how to write using APA. This is a 400-level course and APA is expected. I have provided a few helpful tips below for you to attempt to achieve the maximum points on your writing assignment:

- Use Times New Roman 12-point font
- Your title page (student paper) should include the title of your paper, author's name, institutional affiliation, course # and name, instructor's name, the due date and numbered as page 1

- Have a sufficient introduction, body and conclusion
- When using quotes, please include page number (Price, 2018, p. 1)
- 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. 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 viewpoint 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: <http://owl.english.purdue.edu/owl/resource/560/01/>

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 **email**. However, if you prefer to see me in person, please make an appointment via email. 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. 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.

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:

No make-up tests or assignments will be given unless arrangements have been made **prior** (to the best of their ability depending on the circumstances) to the exam/assignment being administered and only under **dire** circumstances (funeral, hospitalization, auto accident, college athletes, etc.) will a make-up exam/quiz be given. Anyone who arrives late when a test is being administered will only be allowed to take the test until the exam is completed by the first student. Once a student taking the test leaves the room for any reason, anyone arriving after the student has left will not be allowed to take that test. Make-up tests may be in essay format and given at 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.

Policies and Resources for Undergraduate Courses:

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- 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.**

It is important to note that course assistance websites, such as CourseHero, or AI generated content are not permitted sources, unless the instructor explicitly gives 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 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 integrity 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.

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.

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 for any updates on assignment due dates 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.

Participation Rubric:

Level 1 Participation (Beginner)	<ul style="list-style-type: none"> • Little or no advance preparation • Allow others set and pursue the agenda • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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
<p>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</p>	

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.