



# CCJS450: Advanced Juvenile Delinquency Spring 2024

Section 0201

Location: SQH 1117

Meeting Days: Mondays, Wednesdays &  
Fridays

Meeting Time: 1:00 p.m. – 1:50 p.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*** ***Zoom preferred***
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## Course Description:

Using an evidence-based approach, *Juvenile Delinquency* invites students to take a journey toward understanding juvenile delinquency through a sociological exploration. This class will explore many factors of delinquency in four parts. Part I and II explore the measurement and nature, its causes, and consequences of juvenile delinquency. Part III and IV cover the environmental influences such as families, schools, and gangs, and the Juvenile Justice System, respectively. Special attention will be paid to the United States juvenile justice system and the responses from police, courts, and correctional institutions to crimes committed by juveniles, as well as the strategies used to deter these crimes. Unified by a theme of prevention, this text analyzes what can be done about delinquent behavior. The authors draw on real-life scenarios, statistics and evidence-based findings to illuminate core influences on delinquency, including gangs, race, gender and socioeconomic status. By the end of this course, you should have a better understanding of the causes and influences of juvenile delinquency, how the juvenile system works, the challenges juveniles face, and the most effective strategies to combat juvenile delinquency.

## Course Prerequisites:

CCJS105 and CCJS300

## Course Goals/Objectives:

Students will:

- Learn the vocabulary associated with the development, organization, and implementation of the juvenile justice system, juvenile delinquency, and sociological theory of delinquency;

- Learn the philosophical, theoretical, and empirical concepts important to juveniles;
- Critically consider the content and source of our knowledge about several types of juvenile delinquents and the differences with their adult counterparts;
- 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 juvenile delinquency and criminal behavior; and
- Continue to develop critical thinking skills through current events and classroom work.

### Required Readings and Materials:

- Bartollas, C., Schmalleger, F., & Turner, M. (2019). *Juvenile Delinquency*. New York, NY: Pearson.
  - ISBN: 13: 978-0-13-455888-2
- Keller, R. (2022). *Killer Kids: Volume 9*. Robert Keller.
  - ISBN: 9798427733489
- 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 exams, a research paper, active learning exercises, discussion boards, class participation, and the APA tutorial/quiz. **If it appears students are not reading the required material, in class pop quizzes and written assignments will be utilized.**

#### APA Tutorial- 7<sup>th</sup> Edition/Quiz: (10 points)

Students are required to take the on-line UMD APA Style- 7<sup>th</sup> Edition tutorial found in CANVAS. This tutorial is to help you refresh on APA for thought provoking questions or future writing assignments. 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 1:00 p.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, one online final exam, and four online quizzes. The format of the exams and quizzes will be discussed in class, but the exams and quizzes may include multiple choice, true or false, 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.

### **Active Learning Exercises:** (6 at 10 points each → 60 total points)

There will be six active learning exercises for each student to complete. These exercises will have different due dates and some may be required to work with a partner. For example, the first active learning exercise is due on 2/2/24 and must be completed as an individual. These exercises are to keep students active and engaged with the chapter readings as well as applying the material. These active learning exercises should be written as academic works with clear organization and should be free of grammatical and mechanical errors. If you are using a source, you must cite! Please see the tentative schedule for more details.

### **Active Learning Exercises and Discussion Boards:** (3 at 10 points each → 30 total points)

There will be three active learning exercises and discussion boards throughout the semester. These discussion boards have two parts. The first part will require each student to answer the discussion board questions and the second part will require each student to thoroughly respond to another student's post, hence having a discussion. All discussions boards are available on their assigned Friday and due **Sunday by 11:59 p.m.** For example, the first active learning exercise and discussion board is available on 2/16/24 and must be uploaded into CANVAS by 11:59 p.m. on 2/18/24. Discussion board guidelines are posted in CANVAS under *week 4* (the first DB). Please see the tentative schedule for more details.

### **Research Paper:** (50 total points)

Students are required to write a research paper on a chapter topic on juvenile delinquency of their choice. Students may write their paper *with a partner*. Each student must upload the exact same paper in CANVAS and will receive the same grade.

Students will write a short (**5 to 7 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 juveniles in some capacity. It would be wise to pick a topic discussed in the text. *For example*, your group could write on the *Police and the Juvenile*, specifically the comparison between police attitudes toward youths and juvenile attitudes toward the police. All research topics need to be approved by **3/27/24 by 1:00 p.m.** via CANVAS.

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 (**4/15/24 by 1:00 p.m.**). Failure to do so will be detrimental to your grade. Your paper should be written in APA and as academic works with clear organization and should be free of grammatical and mechanical errors. **Please note:** Only in circumstances of **absolute necessity** will late papers be accepted. Late papers will receive reduced credit. **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.

### **Current event presentation:** (30 points)

This presentation will consist of researching on a current event (occurring in the United States within the

last 12 months) by selecting a, but not limited to, newspaper article, news/video clip, podcast or criminal justice personnel interview. The topic **must** be relevant to the assigned subject. Topics will be assigned by the second week of class. For example, the student assigned to research on a current event pertaining to Chapter 14 (Police and the Juvenile), will present on this topic in some capacity such as a current event discussing how the police started a basketball league with juveniles as an after-school program to decrease violence. Each student will be assigned a date for their presentation (which will either be on **May 6<sup>th</sup> or 8<sup>th</sup>**). Each student is allotted **five to seven minutes** to present their current event to the class and each student is expected to present at the **beginning** of the class (**BY 1:00 P.M.**). Each student **must** submit a hard copy of their material, article, PowerPoint slides, etc. the day of presentation by dropping the material in the current event presentation drop box in CANVAS (**BY 1:00 P.M.**). Please see the current event 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 (as they go 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 will 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: Adolescence and Delinquency
Week 2	3	Mon, Jan 29	Finish Ch. 1
	4	Wed, Jan 31	<b>Killer Kids: Ch. 22 - Bagshaw</b>
	5	Fri, Feb 2	<b>In class Active Learning Exercise #1, p. 21 - individual</b>
Week 3	6	Mon, Feb 5	Ch. 2: Measurement and Nature of Delinquency → lecture will be posted <b>**APA tutorial/quiz due in CANVAS**</b>
	7	Wed, Feb 7	Finish Ch. 2
	8	Fri, Feb 9	<b>In class Active Learning Exercise #2, p. 33 - work with a partner</b>
Week 4	9	Mon, Feb 12	Ch. 3: Individual Causes of Delinquency
	10	Wed, Feb 14	Ch. 3
	11	Fri, Feb 16	Finish Ch. 3/Review for Quiz 1 <b>Active Learning Exercise #3 and Discussion Board due by 2/18</b>
Week 5	12	Mon, Feb 19	<b>***Quiz 1 (Chapters 1-3 &amp; Killer Kids Ch. 22) in CANVAS***</b> Ch. 4: Social Theories of Delinquency
	13	Wed, Feb 21	Ch. 4
	14	Fri, Feb 23	<b>In class Active Learning Exercise #4, p. 104 - work with a partner</b>
Week 6	15	Mon, Feb 26	Ch. 5: Social Interactionist Theories of Delinquency
	16	Wed, Feb 28	Finish Ch. 5 <b>Out of class Active Learning Exercise #5 due by 3/1, p. 130 - may work with a partner</b>
	17	Fri, March 1	Ch. 6: Delinquency across the Life Course
Week 7	18	Mon, March 4	Finish Ch. 6
	19	Wed, March 6	Ch. 8: Families and Delinquency

	20	Fri, March 8	Ch. 8 <b>Active Learning Exercise #6 and Discussion Board due by 3/10</b>
Week 8	21	Mon, March 11	Finish Ch. 8/Review for Quiz 2
	22	Wed, March 13	<b>***Quiz 2 (Chapters 4-6&amp;8) in CANVAS***</b> Review for Exam 1
	23	Fri, March 15	<b>*****In class Exam 1 (Ch. 1-6 &amp; 8 and Killer Kids Ch. 22)*****</b>
Week 9	24	Mon, March 18	<b>*****SPRING BREAK – NO CLASSES*****</b>
	25	Wed, March 20	<b>*****SPRING BREAK – NO CLASSES*****</b>
	26	Fri, March 22	<b>*****SPRING BREAK – NO CLASSES*****</b>
Week 10	27	Mon, March 25	Ch. 9: Schools and Delinquency
	28	Wed, March 27	<b>**Research topic due**</b> Finish Ch. 9
	29	Fri, March 29	Ch. 10: Gangs and Delinquency <b>Active Learning Exercise #7 and Discussion Board due by 3/31</b>
Week 11	30	Mon, April 1	Finish Ch. 10
	31	Wed, April 3	Ch. 11: Drugs and Delinquency - Guest Lecture
	32	Fri, April 5	Killer Kids: Overview & Ch. 3 (Sada)
Week 12	33	Mon, April 8	Killer Kids: Ch. 7 (Miller) & 15 (Strunk)
	34	Wed, April 10	Killer Kids: Ch. 19 (Ewing) & 21 (Doherty)
	35	Fri, April 12	Ch. 12: Prevention of Delinquency
Week 13	36	Mon, April 15	<b>***Research Paper Due***</b> <b>In and out of class Active Learning Exercise #8 due by 4/16, p. 312 - work with a partner</b>
	37	Wed, April 17	<b>***Quiz 3 (Chapters 9-12 &amp; Killer Kids Ch. 3,7,19, &amp; 21) in CANVAS***</b> Ch. 14: Police and the Juvenile
	38	Fri, April 19	Finish Ch. 14
Week 14	39	Mon, April 22	Ch. 15: Juvenile Court
	40	Wed, April 24	Chapter 16: Juvenile Corrections
	41	Fri, April 26	Finish Ch. 16/Review for Quiz 4
Week 15	42	Mon, April 29	<b>In class Active Learning Exercise #9- work with a partner</b>
	43	Wed, May 1	<b>***Quiz 4 (Chapters 14-16) in CANVAS***</b> Review for Exam 2
	44	Fri, May 3	<b>*****In class Exam 2 (Ch. 9-12, 14-16 and Killer Kids Ch. 3,7,19, &amp; 21)*****</b>

Week 16	45	Mon, May 6	<b>Class Presentations</b>
	46	Wed, May 8	<b>Class Presentations</b>
Finals Week		Mon, May 13	TBD: 1:30 – 3:30 p.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.

\*Yellow highlighted areas are active learning exercises

\*Blue highlighted areas are active learning exercises and discussion boards

### Grading System:

		Points	≈Weighted %
APA Tutorial/Quiz	.....	10	2.08
Research Paper			
Paper	.....	50	10.42
Exams/Quizzes			
4 Quizzes	.....	100	20.83
Exam 1	.....	50	10.42
Exam 2	.....	50	10.42
Final Exam	.....	50	10.42
Classwork			
Participation	.....	50	10.42
Active Learning Exercises	.....	60	12.5
Discussion Boards	.....	30	6.25
Current Event Presentation	.....	30	6.25
TOTAL POINTS	.....	480	

As noted above, students may earn up to **480** points for this course, distributed in the above chart. The four quizzes (4x25 points) and the three exams (Exam I, Exam 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, death penalty, 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
  - Use a Title Page



- Have a sufficient introduction, body, and conclusion
- When using quotes, please include page number (Price, 2019, 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 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 **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 will be given unless arrangements have been made **prior** (to the best of their ability depending on the circumstances) to the exam being administered and only under **dire** circumstances (funeral, hospitalization, auto accident, college athlete, etc.) will a make-up exam 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 form 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](http://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](mailto: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:

<b>Level 1 Participation (Beginner)</b>	<ul style="list-style-type: none"> <li>• Little or no advance preparation</li> <li>• Allow others set and pursue the agenda</li> <li>• Observes passively and says little or nothing</li> <li>• Responds to questions</li> <li>• Attendance record is haphazard and inconsistent; may be absent or late without notice</li> </ul>
<b>Level 2 Participation (Novice)</b>	<ul style="list-style-type: none"> <li>• Moderately prepared in advance</li> <li>• Takes some part in setting group goals and agendas</li> <li>• Participates in discussions, letting others provide the direction</li> <li>• Occasionally introduces information or asks questions</li> <li>• If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities</li> </ul>
<b>Level 3 Participation (Proficient)</b>	<ul style="list-style-type: none"> <li>• Well prepared in advance</li> <li>• Takes a large part in setting group goals and agendas</li> <li>• Actively participates in discussion and asks questions</li> <li>• Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas</li> <li>• Volunteers willingly and carries own share of the group's responsibilities</li> </ul>
<b>Level 4 Participation (Advanced)</b>	<ul style="list-style-type: none"> <li>• All of the markers of proficient participation, plus:</li> <li>• Draws out ideas or concerns of others, especially those who have said little</li> <li>• Re-visits issues or ideas that need more attention</li> <li>• Helps the group stay on track</li> <li>• Summarizes group decisions and action assignments</li> </ul>
<p>Accessed online December 30, 2009 at <a href="http://manoa.hawaii.edu/assessment/resources/rubricbank.htm">http://manoa.hawaii.edu/assessment/resources/rubricbank.htm</a> and adapted. Original adapted from Bowling Green University <a href="http://www.bgsu.edu/offices/provost/Assessment/Particip.htm">http://www.bgsu.edu/offices/provost/Assessment/Particip.htm</a></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.