



# CCJS451: Crime & Delinquency Prevention Fall 2024

Section 0101

Location: ARC 1101

Meeting Days: Tuesdays/Thursday

Meeting Time: 11:00 a.m. – 12:15 p.m.

Professor	Selena R. Price
Office Hours	<b><i>Via ZOOM &amp; in person:</i></b> M & W: 9 -10 a.m. M: 1-2 p.m. T: 12:15-1:15 p.m. ***Best to make an appointment***
Office Location	2213 Lefrak Hall
Office Phone	301-405-0169
Email	<a href="mailto:Sprice11@umd.edu">Sprice11@umd.edu</a> (best way to reach me)

## Course Description:

This course will explore and examine the pathways and prevention of crime and delinquency, while discussing evidence-based and rehabilitative techniques for youthful offenders. Topics of exploration include the vital roles that family, trauma, mental health, schools, and the criminal justice system have on juvenile delinquency. Emphasis will be placed on thought-provoking case studies to encourage critical thinking and problem-solving skills for better practices and policies. An examination of several specific programs within the topics of exploration listed above will be conducted in order to determine the effectiveness and outcomes of allocating funding and resources to said programs.

## 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, theories, problems leading to crime & delinquency, and solutions to crime & delinquency;
- Learn the philosophical, theoretical, and empirical concepts important to crime and delinquency prevention;
- Critically consider the content and source of our knowledge about delinquency risks, impacts, and trauma that lead to delinquency;

- 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 preventative case studies;
- Develop informed opinions about crime and delinquency; and
- Continue to develop critical thinking skills through current events and classroom work.

### Required Readings and Materials:

- Mallet, C. A. & Fukushima Tedor, M. (2019). *Juvenile Delinquency: Pathways and Prevention*. Sage Publications, Inc.
- Journal & News Articles and Podcasts
  - Every week there will be assigned Journal articles to read and 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, two exams, an APA tutorial and quiz, two prevention analysis reports, a group interview and presentation project, 3 group discussion exercises, and participation. **If it appears students are not reading the required material, in class pop quizzes and written assignments will be utilized.**

**Exams/Quizzes:** (2 x 100 points each = 100 points; 4x 25 points each = 100 points each)

There will be two in class exams 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. There is no final exam for this class. Further details will be discussed before each exam. Please see the examination policy for more information.

**APA- 7<sup>th</sup> edition Tutorial/Quiz:** (10 points)

Students are required to take the on-line UMD APA Style tutorial found under Module Week 3 in CANVAS. Please watch the tutorial and complete the quiz. This tutorial is to help you refresh on APA for your writing assignments 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 and quiz must be completed by 11:00 a.m. on September 10, 2024. No make-ups will be permitted.**

**Prevention Analysis Reports:** (2 x 20 points each = 40 total points)

Students will select two prevention program articles from any of the peer reviewed articles posted or listed within CANVAS and complete a prevention analysis report. Students should select one article based off the articles in the first half of the semester (before Exam 1) and then select the second article based off the second half of the semester (after Exam 1). Students *may* work with a partner (two students)

to complete these assignments. Each student should upload the exact same assignment and without discrepancies. Students who wish to work with a partner will receive the same grade.

Please only use the prevention analysis report template found in CANVAS under the appropriate modules when completing these assignments. I have provided an example of a completed prevention analysis report to use as a guide, which can be found in CANVAS under the appropriate modules.

If students come across a prevention program article that they are really particularly passionate about and would prefer to write about it, they should seek my approval in writing at **least a week** before the deadline. Your written submission will be graded based on the 20-point rubric found in CANVAS under the appropriate module.

### **Group Community Interview Prevention Research Paper & Presentation Project:** (130 total points)

Crime and delinquency can stem from a variety of factors, but how can we effectively prevent these issues? This project aims to explore community perspectives on the pathways to crime and delinquency, as well as their views on prevention strategies.

Each group (consisting of **5 students**, depending on class size) will collaboratively work together to design and distribute a questionnaire. The questionnaire, which will consist of 10-15 questions, will focus on 1 key crime and delinquency prevention topic covered in class or the textbook. Each group will collect responses from 10-15 community members. Distribution methods may include in-person (following UMD/CDC Covid-19 guidelines, if applicable), Zoom) or another video platform), email, or telephone.

- *Prevention* topic examples can include, but limited to:
  - Gun violence/school shootings→ why do they happen and how to prevent it?
  - Children living in poverty→ how does this contribute to crime & delinquency/effective solutions?
  - The school-to-prison pipeline→ why is this happening and how to prevent it?
  - Trauma and Delinquency→ what is the correlation and how can it affect crime in adulthood?
  - Child Maltreatment/Abuse→ what is the correlation, causation, prevention?
  - Bullying/Cyberbullying→ how does this influence crime & delinquency/prevention?
  - Substance Abuse→ how does substance abuse affect crime & delinquency/how can it be prevented?

Your group can divide tasks and distribute your questionnaires across various neighborhoods, states, communities, etc. Please avoid including family members and college peers in your distribution. The goal is to gain insights into the broader community's perspectives. To ensure a comprehensive understanding, aim for a diverse range of respondents, considering factors such as age, gender, race, socioeconomic status, etc. when you distribute your questionnaires. Include several demographic questions (such as age group, race, gender, etc.) on your questionnaire to facilitate a thorough analysis of your data.

Each group will analyze the community's opinions and proposed solutions, integrating them with your group's own recommendations and *informed* opinion and write a **5–7-page** hybrid research paper (full

pages, excluding title page, references and appendices).

Your research should complement your questions you ask your interviewee. *For example*, if you ask, “what do you think the solution is to preventing school shootings” and they answer, “better background checks” ...your research should support this answer or you may simply add research that shows otherwise.

Overall, this paper should not just discuss your interview, but should also include factual data to either support or refute what the community members you interviewed stated. Therefore, you should aim to have multiple sources (at least 5) to support or refute the community’s responses, including the textbook, if applicable.

You will be graded on content and development (40%), readability (30%), organization (10%), APA format, grammar, punctuation, & spelling (10%), and the content and number of questionnaires you collect/5 references (10%). You will lose points, at my discretion, if you do not ask at least 10 questions or distribute your questionnaires to at least 10 different community members.

You **must** upload your questionnaires with your paper. Your questionnaires must also provide some type of *soft* identifying information (such as: street and city, phone number, full email address, or if comfortable their last names only) about the interviewees as verification that an interview was conducted along with your paper. Please ensure that all questionnaire responses are genuine and accurately reflect the opinions of the community. Submitting falsified answers will result in a minimum penalty of receiving a zero for the project. This project/paper is due on **November 12, 2024**. Please see the recommended requirements in CANVAS for further details.

*Presentation portion:* (30 points)

Each group will also present on their paper (interview & research) and share their experiences with the class. Each student is allotted **10-12** minutes to present their interview to the class and each student is expected to present at the **beginning** of the class (**either December 3<sup>rd</sup> or 5<sup>th</sup> BY 11:00 A.M.**). Points will be deducted for speaking under 10 minutes, but will not be deducted if you go over 12 minutes. However, **please** be mindful of your time to allow enough time for the other students to present. Do your best to stick to the 10–12-minute time frame. Each student **must** submit a hard copy of the material they used such as: PowerPoint slides, google slides, notes, etc. by dropping the material in the presentation drop box in CANVAS (**December 3<sup>rd</sup> BY 11:00 A.M.**). All presentations are due on December 3<sup>rd</sup> even if you are presenting on December 5<sup>th</sup>. Please see the presentation tips in CANVAS for more details.

**In Class Group Discussion Exercises:** (3 at 10 points each, totaling 30 points)

Students will collaborate, with the same groups as their group community interview, on a randomly selected crime & delinquency prevention topic in class. Students will have time to research on this topic, discuss a solution and/or prevention strategy, and then informally present their findings to the class.

For example, the first in class group discussion exercise is due on September 17, 2024. Students must be in class to earn these points. No exceptions. These exercises are to keep students active and engaged with the chapter readings as well as applying the material. These exercises should be a collaborative effort amongst all students within in their groups. Each group will receive the same grade, so work as a team!

These assignments 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 and include a reference page! Students will be graded on:

1. Overall Content of their solution/prevention strategy – 4 points
2. Originality/Creativeness/Evidence-based- 3 points
3. Informal presentation – 2 points
4. Grammar, spelling, punctuation – 1 point

Please see the tentative schedule for due dates and the discussion exercise guidelines in CANVAS for more information.

### **Class Participation:** (50 points)

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 class participation includes engaging actively in class discussions and group work, completing worksheets, 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/attendance 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 **will** be worksheets, thought exercises, or other homework assignments designed to help students understand and engage the assigned readings. Some of these are graded and some 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 on page 16 as a guide.

### **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 randomly throughout the semester. Keep in mind, 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** (funeral, hospitalization, 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. 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 the makeup to be scheduled (to the best of your ability). Also, I reserve the right to ask for documentation in order to approve the make-up assignments and/or exams and quizzes.

Once you contact me, via email, you can then begin gathering your documentation while I arrange rescheduling options. If you anticipate being absent for an exam and have 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. Otherwise, it will be taken at the end of the semester.

- Students may, one time per course per semester, provide a self-signed excuse 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 lecture, 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.
- Please note: missed exams and quizzes may be in a different format, such as 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.
- Please see the examination policy for further details.
- If you need to miss a class, please do not ask me what you missed. Please ask a fellow student, and/or see the tentative course schedule. Any reasons for missing class that are not outlined above will not excuse you from missing a deadline.
- 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.) to excuse your absence by **September 12, 2024**. 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.

## Tentative Course Schedule:

Week		Date:	Topic & Reading Assignments:
Week 1	1	Tues, Aug 27	Intro to the class
	2	Thurs, Aug 29	Crime & Delinquency Overview Lecture
Week 2	3	Tues, Sept 3	Ch. 1: The Functioning of the Juvenile Justice System
	4	Thurs, Sept 5	Finish Ch. 1
Week 3	5	Tues, Sept 10	<b>**APA Tutorial/Quiz due by 11:00 a.m. in CANVAS**</b> Ch. 2: The History of Juvenile Justice/Police, Courts, and Corrections
	6	Thurs, Sept 12	Ch. 2 continued
Week 4	7	Tues, Sept 17	Finish Ch. 2 <b>****In Class Group Discussion Exercise #1****</b>
	8	Thurs, Sept 19	Ch. 3: The Measurement of Juvenile Crime/ Review for Quiz 1
Week 5	9	Tues, Sept 24	<b>***Quiz 1 (Crime &amp; Delinquency Overview Lecture &amp; Chapters 1-3) due in CANVAS***</b> Ch. 4: Classical, Biological, and Psychological Theories of Crime
	10	Thurs, Sept 26	Ch. 5: Modern Sociological Theories of Crime
Week 6	11	Tues, Oct 1	Finish Ch. 5
	12	Thurs, Oct 3	Ch. 6: Delinquency Risks and Disproportionate Impact
Week 7	13	Tues, Oct 8	Ch. 7: Punitive Juvenile Justice Policies
	14	Thurs, Oct 10	<b>****Prevention Analysis Report #1 due– choose an article from Week 1-7****</b> Documentary – Juvenile Corrections Finish Ch. 7/Review for Quiz 2
Week 8	15	Tues, Oct 15	<b>***Quiz 2 (Ch. 4-7) due in CANVAS***</b> Review for Exam 1
	16	Thurs, Oct 17	<b>****In class Exam 1 (Ch. 1-7 &amp; CANVAS articles)****</b>
Week 9	17	Tues, Oct 22	Ch. 8: School Violence, Zero Tolerance, and School Exclusion
	18	Thurs, Oct 24	Ch. 9: Trauma and Delinquency Ch. 10: Mental Health Disorders, Special Education Disabilities, and Delinquency/Review for Quiz 3
Week 10	19	Tues, Oct 29	<b>***Quiz 3 (Ch. 8-10) due in CANVAS***</b> <b>****In Class Group Discussion Exercise #2****</b> Ch. 11: Evidence-based Delinquency Risk Prevention
	20	Thurs, Oct 31	Finish Ch. 11
Week 11	21	Tues, Nov 5	Ch. 12: School Safety and Inclusion Policies



	22	Thurs, Nov 7	Finish Ch. 12 <b>****In Class Group Discussion Exercise #3****</b>
Week 12	23	Tues, Nov 12	<b>****Group Community Interview &amp; Prevention Research Paper due****</b> Ch. 13: Rehabilitation of Low-Level Youthful Offenders
	24	Thurs, Nov 14	Ch. 14: Rehabilitation of Serious and Chronic Youthful Offenders – <i>lecture will be posted</i>
Week 13	25	Tues, Nov 19	<b>****Prevention Analysis Report #2 Due– choose an article from Week 8-12****</b> Finish Ch. 14
	26	Thurs, Nov 21	<b>***Quiz 4 (Chapters 11-14) due in CANVAS***</b> Review for Exam 2
Week 14	27	Tues, Nov 26	<b>*****In class Exam 2 (Ch. 8-14 and CANVAS articles)*****</b>
	28	Thurs, Nov 28	<b>*****HAPPY THANKSGIVING – NO CLASS*****</b>
Week 15	29	Tues, Dec 3	<b>Class Presentations</b>
	30	Thurs, Dec 5	<b>Class Presentations – Last day of class</b>
Finals Week			No final exam

\*\*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>Exams/Quizzes</u>			
Four Quizzes	.....	100	18%
Exam 1	.....	100	18%
Exam 2	.....	100	18%
<u>Classwork</u>			
APA Tutorial/Quiz	.....	10	2%
Participation	.....	50	9%
In Class Group Discussions	.....	30	5%
Group Community Interview Prevention Research Paper	.....	100	18%
Group Presentation	.....	30	5%
Preventative Reports	.....	40	7%
TOTAL POINTS	.....	560	

As noted above, students may earn up to **560** points for this course, distributed in the above chart. The four quizzes (4x25 points) and the two exams (Exam 1, Exam 2 at 100 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. 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 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 respectively.
- 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 of 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, 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. 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 **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, 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.

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 quizzes/exams will be in a different format, and may include short-answer and 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. Some things to keep in mind:

- 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 writing utensil and the exam material.
- Bags, purses, bookbags, laptops, etc. should be closed and placed on the floor.
- 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
- 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 Course Hero, 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](http://www.ugst.umd.edu/coursereLATEDPolicies.html) 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.

\*It is your responsibility to discuss with me your accommodations as soon as possible. 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. Also, I welcome friendly email reminders on needing timing adjustments on your online quizzes, for example. Open communication is the key, so be sure to schedule a time to meet with me via CANVAS email as soon as you receive your accommodation letter.

### **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 and considered a violation under Part 9(k).



## 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>	

\*In combination of completing class activities

## 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.