



Intro to Psychology

CRJ 104.I50

Spring 2020

Instructor: Dr. Christopher Boulter

Number of Credits: 3

Contact Email: boulterchristor@jccmi.edu

Days Class Meets: Online

Office Hours: TBD

Office: Online

Online: online

Contact Phone: Email me if you need to talk.

Course Description

This course is an overview of criminal behavior from the psychosocial perspective. Contemporary research, theory and practice concerning the psychology of crime are reviewed.

Prerequisite(s)

ENG 085

General Education Outcome

[Click or tap here to enter text.](#) Essential goals of the course include the achievement of several measurable general education outcomes defined by the college as vital to the educated individual at the Associate Degree Level. General education outcome #5 is embodied in this course, and will be assessed.

- Understand human behavior and social systems, and the principles which govern them.

Course Objectives

As a result of taking this course, you should be able to:

- Define crime.
- Recognize the concepts of crime, law, and how psychological viewpoints relate to the cause of criminal behavior.
- Demonstrate an understanding of a minimum of 3 theories of human behavior as applied to the development, maintenance, and continuation of criminal behavior.
- Utilize critical thinking to examine problems and issues related to the criminal justice system and criminal behavior from a psychological perspective.
- Apply scientific processes and techniques to a psychological approach to criminal behavior.
- Examine problems and issues related to the criminal justice system and criminal behavior.

Textbook

Burgess, Ann (2019). *Victimology: Theories and Application* (3rd Edition). ISBN-13: 978-1284130195
ISBN-10: 1284130193

This textbook is available in an electronic version: https://www.amazon.com/Victimology-Ann-Wolbert-Burgess-ebook-dp-B078WFH9WC/dp/B078WFH9WC/ref=mt_kindle?_encoding=UTF8&me=&qid=

Text Book Zero! *This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.*

Grading Procedure

1. Quizzes: There will be six (6) quizzes. Formats may vary; however, the quizzes will be multiple choice or of a research design.. Each quiz is worth Twenty points (20) for a total of 120 points.

Quiz 1 – 10 Questions multiple choice

Quiz 2 – 10 Questions multiple choice

Quiz 3 – Create a PowerPoint presentation. You must narrate your presentation using an embedded audio file. Your PowerPoint needs to cover at least two resources available in your community to survivors of Intimate partner violence, sexual assault, and stalking. You need to tell us who they are, where they are located, how a person would get a hold of them, and the specific services this group offers. Some questions you might want to ask yourself would include: Are these service available 24 hours a day? Does this service work with men, women, transgender, etc. clients? How would someone contact this group? What if the person does not have transportation? Is this a place a survivor can go and get ALL services or are they going to be sent to other places for various services?

Quiz 4 – 10 Questions Multiple choice

Quiz 5 – Create a PowerPoint presentation in which you show us how you critically reviewed yours and a family members social media accounts and online footprints for security flaws. Review your Friends/Followers to determine who needs to be there and who does not. Determine if your social media accounts make you vulnerable to an attack. Determine if your online presence might harm you in a criminal justice job application.

Quiz 6 – Create a PowerPoint presentation. In the first portion of the presentation, tell us using supporting documents and other resources why Investigative Profiling is “junk science”. In the second part of the investigation, use your text and other resources to tell us what Law Enforcement and other experts are doing to refute or fix the problems with the “junk science” perspective.

2. Zoom meetings: We will have seven (7) zoom meetings. The time of these meetings is tentatively set for 18:00 (6p.m.) on Wednesday nights. I chose this night because my goal is not only to cover key points in the text, but to also allow you to ask questions. My hope is you will read the chapter(s) Saturday through Wednesday and be prepared to discuss them intelligently. In addition, there is a strong possibility that we will be comparing and contrasting information from the text to real life cases via Zoom. We will discuss confidentiality in our first Zoom meeting. Each meeting is worth 20 points for a total of 140 points. Zoom meetings are mandatory and are present to check your engagement and understanding of the topic areas. If you do not attend a Zoom meeting unless there is a valid reason as determined by me, you will be dropped from the class.

3. Homework/Final Paper: There will be a final paper in this class. Your final paper will be in essence a profile of a serial killer. However, there are specific requirements.

1- Your focus should not be the killer themselves but to answer the question of “why this victim, in this place, at this time”.

2- You should pick a serial killer that has an abundance of research available for you to read and sift through. You should be able to find information about their victims.

3 – You should pick a person or case(s) where you can find evidence online. Evidence can include police reports, pictures, postmortem examination, court records, etc.

4 – Your paper is required to be a minimum of 10 pages long.

5 - Your paper is required to have a minimum of 10 peer reviewed or professional references. Yes, police reports and court records count. No Wikipedia does not count. We will discuss professional references at length throughout the class.

6 – You will have due dates for different segments of this paper throughout class, please see the attached schedule that you can find on our main homepage. We will discuss problems and exciting finds at our weekly Zoom meetings.

Your final paper is worth 150 points.

Your References and Supporting document assignment (separate from your final paper)

is work 20 points.

Your rough draft (separate from your final paper) is worth 20 points.

Submitting Files

Instructions will appear when you click on the assignment “submit here” link. **IMPORTANT:** ALL work **MUST** be submitted as a Rich Text File (save as RTF) which allows the JC computers to read your files. Please do not put your files in a zip drive or send me to google docs to view. If I cannot open the file, I will send you a message via “feedback” in your grades indicating that I cannot read the file. It is your responsibility to upload the file in a form that I can open it. Therefore, you should check your grades in JetNet frequently and make sure that I have been able to grade an assignment. You will only have 2 days to re-submit a file before that grade will convert to a zero. There is one exception. As your final paper is due on the last day of class, you will not have the opportunity to re-submit this paper.

Your final paper will be submitted in basic APA format. Which means:

Half inch margins.

Times New Roman or Ariel font type.

12 Font size.

Black font color only.

Coversheet and reference page.

4. Final Exam

We will have a final exam in this class. It is worth 50 points.

5. Forum Posts

There will be six (6) forum posts you will need to make throughout the class. These are designed to check your level of engagement and to ensure you read the text. The posts are due Wednesday of each week by 17:00. I have chosen this day and time, so I have the opportunity to review your posts before our weekly Zoom meetings. That way if there is any confusion, I can address it during the Zoom meeting.

Forum 1 – 10 Points

Forum 2 – 10 Points

Forum 3 – 10 Points

Forum 4 – 10 Points

Forum 5 – 10 Points

Forum 6 – 10 Points

Total 60 points

Overall points = 510

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

If students fail to submit work for 1 week, they will be dropped from the course.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources.

Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization.

Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Course Management

The *Withdraw deadline* for this semester can be found online through the academic calendar. If you do not wish to complete the class and receive a grade, you must withdraw by this date. The instructor may withdraw any student who does not attend class, complete assignments and/or tests in a timely manner. *However, do not assume that I will withdraw you. Incompletes* will be given only in accordance with JC policy. (Excerpt from JC policy; see instructor for a copy of the complete policy.) A student may request an incomplete from the instructor. The incomplete will be granted only if the student can provide documentation that his or her work up to that point is sufficient in quality, but lacking in quantity, due to circumstances beyond the student's control. Furthermore, a written plan for making up the missing work within one semester must be completed by the student. Final determination of whether an incomplete will be given is the instructor's decision.

Makeup Policy

I do not allow for make-up work without major extenuating circumstances as determined by me. You will need documentation before asking. If you know you are going to have a problem in this class, speak to me before you consider withdrawing.

Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, open labs, counseling services.

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester.

<https://www.jccmi.edu/center-for-student-success/accommodations-for-students-with-disabilities/>

Flexibility of time is one of the best advantages of an online course. On-line courses allow you to tailor your time to suit your own unique schedule. Time management however, is crucial in order for you to be successful in this course.

Just as in a traditional classroom course, regular class attendance and keeping up on the reading and assignments is strongly correlated with survival in college. Distance learning records show that students who submit work on time are also more likely to complete the course than those who delay. In other words, don't procrastinate!!

It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline. There is a pace chart at the top of JetNet for you to see that you are on track.

For help with all technology questions, call 1-888-522-8744 Monday – Friday from 9-5. You can leave a message and they will return your call as soon as possible.

If you were in a face-to-face 3 credit course you would be spending 8 hours per week in the classroom. Traditional learning theories suggest students should spend 2 hours outside of the classroom for every 1 hour you spend in class PER WEEK. NOW do the math!!! I STRESS TO YOU TO PLAN ACCORDINGLY!!

ON-LINE COURSES ARE NOT EASIER, THEY ARE JUST MORE FLEXIBLE. I ENCOURAGE AND CAUTION YOU TO REMEMBER THIS AS YOU MOVE INTO THIS CLASS.

Student Responsibilities

Requirements beyond scheduled classes or laboratories, e.g., clinicals, extra credit assignments, TBA sessions, field placement, special project instructions, contract learning conditions, study hours required outside class, unscheduled class meetings, attendance at concerts or other required events.

I will only communicate with you via Zoom and JC email. Please do not send me an email from an address that is not a JC email. I will not answer it.

Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

Schedule:

Please see the course schedule attached to the JETNET homepage.

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.