

COURSE SYLLABUS

COURSE TITLE: Forensic Psychology**TERM & YEAR:** Spring 2024**COURSE & SECTION NUMBER:** PSY 383**TIME & PLACE:** Asynchronous, Online**NUMBER OF CREDIT HOURS:** 3**INSTRUCTOR:** TBD**OFFICE LOCATION/HOURS:** TBD**OFFICE PHONE:** TBD**EMAIL:** TBD**MOODLE HELP DESK:** help@trine.edu

COURSE DESCRIPTION: A pragmatic review of the psychological and sociological theories and practices which seek to evaluate and analyze deviant human behavior and environments which precipitate criminal conduct. An introduction into the profiling and prediction of criminals and criminal behavior.

PREREQUISITES: PSY 113

REQUIRED TEXTS: Bartol, C.R., & Bartol, A.M. (2017). *Criminal behavior: A psychological approach*. (11th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-4163741

OTHER MATERIALS: Supplemental materials and references will be provided by the instructor.

NOTE: Students are responsible for all material in the text (unless otherwise specified) as well as additional material (including resources, videos, and announcements) presented through activities and discussion forums.

LEARNING OUTCOMES: Upon completion of this course, the successful student will be able to:

- Define and identify deviant behavior
- Identify psychological and environmental factors which influence and precipitate deviant behavior
- Describe the process of investigation, diagnosis, prediction, prosecution, and rehabilitation of persons exhibiting deviant/criminal behavior
- Discuss deviant behaviors as defined by societies other than our own

COURSE REQUIREMENTS:

Written Assignments	Up to 100 points each
Discussion Forums	Up to 50 points each
Quizzes	Up to 10 points each
Midterm and Final Examinations	50 points each
Let's Chat Forum	Extra Credit Opportunity

GRADING/EVALUATION:

90-100	A	70-75	C
86-89	B+	66-69	D+
80-85	B	60-65	D
76-79	C+	Below 60	F

ATTENDANCE/PARTICIPATION: Online courses are taught 100% online through the main use of asynchronous activities, providing greater flexibility of schedule and convenience of access to students while allowing them to meet the same learning

outcomes and level of rigor achieved in seated courses. The delivery of online exams will follow university approved processes. Some online courses also include the authentication of online test takers and the use of online proctoring tools or live local proctors. **This course is intensive, accelerated, ambitious, and interesting!** It is imperative that everyone be prepared and fully engaged in the learning process; therefore, **participation** is mandatory and will be gauged based on timely progress through the course. As an online course, **attendance** is based **on submission of at least one assignment each week**, with a week being defined as Monday through Sunday. **NOTE: All assignments have deadlines, and late assignments will not be accepted for grading or attendance purposes. Please be mindful of all deadlines.** Should a student miss three (3) sessions (weeks) of any one class, they will be dropped from the course with a "W." Only in the event of rare and unusual circumstances, and with formal documentation, will a student be allowed to continue.

WRITTEN ASSIGNMENTS: Each student will complete written assignments with a variable format, which may include reaction papers, case studies, or other critical thinking exercises. These assignments are intended to enlighten, provoke, and reinforce knowledge and critical thinking skills. Maximum point value for each Written Assignment is 100 points. Grading rubrics will be provided, as appropriate, with these assignments. **The deadline for each Written Assignment is 10:00 pm Saturday of each week one is assigned.**

QUIZZES: Yes, there are quizzes, and they are strategically placed in order for you to assess your understanding of the required material as you progress through this course. **Each quiz is worth 10 points**, and you are **allowed three (3) attempts to earn 100%** on each quiz. The deadline for each Quiz is **10:00 pm Saturday of each week in which they are assigned.** Also, please note that quiz material may include information from our textbook, videos, discussion forums, weekly announcements, and our course syllabus.

DISCUSSION FORUMS (Standard Format): Participation in the Discussion Forums is expected and is essential. The standard discussion forum format will be used for this course.

NETIQUETTE POLICY: Online discussion forums take the place of actual conversations in a traditional classroom; furthermore, discussion forums are a part of your final grade. Assume that you are in a professional setting and be mindful of your spelling and grammar when making posts. Like it or not, you are judged by how well you write and speak in the real world. Some students prepare their main posts in Microsoft Word and then copy/paste them into the forum. Please remember to read each post made within the course and to meet the requirements for responding to your peers each week. Finally, remember to be respectful within your discussion posts and responses and refrain from belligerent feedback as such behavior is considered unprofessional and unacceptable.

General Guidelines for Online Discussions (Standard Format):

For the online discussions in Standard Format, you must not only respond to the instructor's questions but also carry on a dialogue with classmates as well. These are discussions and not just question and answer sessions. Good discussions are one of the factors that establish a positive, professional community. If you only respond to the instructor's question, it makes the discussion more of an "exam" rather than a dialogue. Each Discussion Forum is worth 50 points.

- (i) Do not get caught up in "winning" the debate. You are here to learn the material and to discuss matters of importance with others.
- (ii) Read all postings from classmates, not just those from the instructor. **Sometimes exam questions are based on the insights of your classmates.**
- (iii) If there are questions regarding the reading material, ask them as soon as possible.
- (iv) **Three (3) quality submissions** (e.g., 1 initial post and 2 replies to classmates) are required. See below for the grading criteria.
- (v) When you reply to a post, don't just say "I agree." **Provide the name of the person or persons with whom you are agreeing, as well as a summary of the relevant point or points.**
- (vi) **All posts must be submitted by 10:00 pm on Saturday on Weeks 1 – 7 and 10:00 pm on Friday on Week 8. Late posts do not count for grading (or attendance) purposes.**
- (vii) **If you express an opinion, support it with material from our readings. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important!**
- (viii) In keeping with my standard practice, I will be posting/responding to many (though not all) of the discussion forum posts, as I would be doing if we were meeting face-to-face. It is my expectation that all students will form connections with me and with each other, in the spirit of building a learning community.

Discussion Forum Grading Rubric: Percentage indicates percentage of point value for the assignment (for example, 100 point assignment, 10% would be worth 10 of the 100 points). Specific feedback will be emailed to students individually.

Criteria	Exemplary 100%	Accomplished 75%	Developing 50%	Beginning 25%
Ideas, Arguments, & Analysis 25%	Ideas expressed in discussion posts include exceptional depth and detail. Learner demonstrates evidence of critical-thinking skills. Posts are thoughtful, academic, and stimulating. Viewpoints contain evidence and/or research support.	Ideas expressed in discussion posts are relevant. Learner demonstrates evidence of logical thinking and analysis. Viewpoints contain evidence and/or research support.	Ideas expressed in discussion posts have little depth or detail. Comments may not be relevant. Learner rehashes ideas without adding anything substantive to the discussion. Viewpoints may or may not contain evidence and/or research support.	Ideas expressed in the learner's post lack an understanding of the discussion topic. Posts lack depth and detail. Comments are irrelevant. Viewpoints do not contain evidence or research support.
Connection to Course Materials 25%	Clear and relevant connections reference the majority of the course materials.	Some direct connections reference the majority of the course materials.	Minimal direct connections reference the course materials. Connections are loosely implied and unclear.	No connections reference the course materials. Without proper connections to the course materials, the learner's posts are largely personal opinions.
Contribution to Online Learning Community 25%	The learner frequently initiates engagement with other students and motivates group discussion by providing feedback to peers. The learner asks follow-up questions and/or provides thoughtful comments. Respectfully encourages and considers a variety of viewpoints.	The learner contributes to the learning community by making an effort to engage with peers through relevant and meaningful posts. Interacts respectfully with other learners.	The learner occasionally contributes to the learning community but engagement is limited. The learner occasionally interacts with others' postings but interaction lacks depth.	The learner rarely or negligibly contributes to the learning community. The learner rarely engages with other learners and generally ignores others' posts.
Writing Quality 15%	Discussion posts are well written and articulate. The writing style is strong with correct grammar, punctuation, usage, and spelling.	Discussion posts show above average writing style that is clear. There are minor errors in grammar, punctuation, usage, and/or spelling.	Posts show an average and/or casual writing style. Writing is clear but contains some errors in grammar, punctuation, usage, and spelling.	Posts show a below average/poor writing style. Writing style is difficult for readers to follow. Writing contains frequent errors in grammar, punctuation, usage, and spelling.
Required Postings/ Timeliness 10%	All required postings by deadline (required=1 posting + 2 replies to classmates. The learner answers additional questions from the instructor and classmates.	All required postings by deadline (required=1 posting + 2 replies to classmates).	Some required posts were not submitted by the deadline (required=1 posting + 2 replies to classmate).	All required posts were not submitted by the deadline (required=1 posting + 2 replies to classmate).

* (K. Eberts, personal communication, December 13, 2019)

MIDTERM EXAM: There will be a midterm exam with this course. The exam, covering material from Weeks 1 - 3, will **open on Monday, September 14, 2020 at 12:00 AM**, and it will close on **Saturday, September 19, 2020, at 10:00 PM**. This midterm exam can be started only **ONCE**. You will have two (2) hours to complete this test. Please be sure to plan your time accordingly, and do not enter the midterm exam unless you can complete it within the 2-hour time frame.

FINAL EXAM: There will be a comprehensive final exam with this course. This exam will **open on Monday, October 12, 2020, at 12:00 AM** and it will close on **Friday, October 16, 2020, at 10:00 PM**. The final exam can be started only **ONCE**. You will have two (2) hours to complete this test. Please be sure to plan your time accordingly, and do not enter the final exam unless you can complete it within that 2-hour time frame.

LET'S CHAT FORUM (Extra Credit Opportunity): The Let's Chat Forum Format is an opportunity each week to interact with your peers, to post comments, to explore and question something that comes to your mind while you are reading the materials and additional resources, to vent, to share concerns, and to provide overall feedback. I intend to do the same. I also intend to add emphasis on various aspects of the course, the readings, the assignments, etc. **The Let's Chat Forum is NOT mandatory, though if you choose to post to it, you will receive 2 points of Extra Credit for each week in which you participate. A total of 14 Extra Credit points is possible if you participate in the Let's Chat Forum each week.**

OTHER POLICIES:

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to, but is not limited to, dishonesty in examinations (cheating); presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification; permitting another student to plagiarize or cheat from one's own work; submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another; acquiring improper knowledge of the contents of an exam; using unauthorized material during an exam; submitting the same paper in two different courses with knowledge and consent of professors; or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. **A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.**

E-DEVICE POLICY

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

COURSE CALENDAR/SCHEDULE: PSY 383 Forensic Psychology: Fall 2020, Term 1: 08/24/2020 – 10/17/2020

Week 1: Aug. 24, 2020 – Aug. 30, 2020

Introductions to Course and to each other
Ch. 1: Introduction to Criminal Behavior
Ch. 2: Origins of Criminal Behavior: Developmental Risk Factors
Discussion Forum Week 1 (**All posts DUE by Saturday, 10:00 PM**)
Quiz 1 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 2: Aug. 31, 2020 – Sept. 6, 2020

Ch. 3: Origins of Criminal Behavior: Biological Factors
Ch. 4: Origins of Criminal Behavior: Learning and Situational Factors
Discussion Forum Week 2 (**All posts DUE by Saturday, 10:00 PM**)
Written Assignment Week 2 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 3: Sept. 7, 2020 – Sept. 13, 2020

Ch. 5: Human Aggression and Violence
Ch. 6: Juvenile Delinquency
Discussion Forum Week 3 (**All posts DUE by Saturday, 10:00 PM**)
Quiz 2 (**DUE by Saturday, 10:00 PM**)
Written Assignment Week 3 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 4: Sept. 14, 2020 – Sept. 20, 2020

Ch. 7: Psychopathy
Ch. 8: Crime and Mental Disorders
Discussion Forum Week 4 (**All posts DUE by Saturday, 10:00 PM**)
Written Assignment Week 4 (**DUE by Saturday, 10:00 PM**)
Midterm Exam-- Opens Monday, September 14, 2020 at 12:00 AM; Closes Saturday, September 19, 2020, at 10:00 PM. (Note: This Midterm Exam covers material from Weeks 1 – 3. The Exam can be started ONLY ONCE. You will have 2 hours to complete this test. Please plan your time accordingly.)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 5: Sept. 21, 2020 – Sept. 27, 2020

Ch. 9: Homicide, Assault, and Intimate Partner and Family Violence
Discussion Forum Week 5 (**All posts DUE by Saturday, 10:00 PM**)
Quiz 3 Chapters 7 and 8 (**DUE by Saturday, 10:00 PM**)
Written Assignment Week 5 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 6: Sept. 28, 2020 – Oct. 4, 2020

Ch. 10: Multiple Murder, School Violence, and Workplace Violence
Ch. 11: Psychology of Modern Terrorism
Discussion Forum Week 6 (**All posts DUE by Saturday, 10:00 PM**)
Written Assignment Week 6 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 7: Oct. 5, 2020 – Oct. 11, 2020

Ch. 12: Sexual Assault
Ch. 13: Sexual Assault of Children and Youth
Discussion Forum Week 7 (**All posts DUE by Saturday, 10:00 PM**)
Quiz 4 (**DUE by Saturday, 10:00 PM**)
Let's Chat Forum (**Deadline for Extra Credit is Saturday, 10:00 PM**)

Week 8: Oct. 12, 2020 – October 17, 2020

Discussion Forum Week 8 (**All posts DUE by Friday, 10:00 PM**)
Final Exam—Opens Monday, October 12, 2020, at 12:00 AM; Closes Friday, October 16, 2020, at 10:00 PM.
(Note: This Final Exam can be started ONLY ONCE. You will have 2 hours to complete this test. Please plan your time accordingly.)

COURSE OVERVIEW:

Week 1 – Introduction to Criminal Behavior and Development Risk Factors of Criminal Behavior: Crime is intriguing! Like the siren's call, it beckons our attention. We want to know how it happens, where it happens, why it happens, and perhaps most importantly, will it happen to us? Kurt Lewin, a German-American psychologist known for his pioneering work in social, organizational, and applied psychology offered this piece of insight: $B = f(p, e)$...and he was correct! All behavior is a function of the person and of the environment. Simply stated, all behavior is multiply determined. Our task is to identify and understand the multiple factors involved. In Chapter 1, the authors introduce us to the major theoretical perspectives on crime and how it is measured. In Chapter 2, the focus shifts to the work of several developmental psychologists and examines some of the social and psychological risk factors associated with crime.

Week 2 – Origins of Criminal Behavior: Biological, Learning, and Situational Factors: Realizing that crime, like all human behavior, may result from an interaction among heredity, neurophysiology, and the environment, Chapter 3 looks at the research on the genetic and biological makeup of persons who engage in persistent antisocial behavior, particularly that which is defined as criminal. This is an area of hot debate! Chapter 3 moves away from the biologically-oriented approach and jumps into the theories that

emphasize criminality as resulting from interactions with the social environment, quite possibly as an adaptation to that social environment. Such a concept would come as no surprise to Zimbardo, nor would it be shocking to Milgram!

Week 3 – Human Aggression, Violence, and Juvenile Delinquency: Chapter 5 steps deeper into the forensic pool with a review of the major psychological perspectives on aggression and violence. Most psychologists today believe that aggression is acquired and maintained in the same way that other human behavior is acquired and maintained, with cognitive factors being especially important to consider. The authors also discuss the different types of aggressive behavior and consider overt and covert forms of aggression. Chapter 6 introduces us to crimes committed by juveniles, which tend to garner a great deal of attention in the press. This chapter also explores serious delinquency and the developmental pathway that leads to that point.

Week 4 – Psychopathy, Crime, and Mental Disorders: The primary psychopath, a clinical designation attributed to psychologist Robert Hare, demonstrates a variety of behavioral and neurophysiological characteristics that differentiates him or her from other groups of individuals. And they walk among us! Chapter 7 delves into psychopathy. As expressed by the authors, this chapter presents psychopathy as a neurologically-based clinical construct, characteristic of a very small percentage of the population, and one that continues to attract considerable research attention. Chapter 8 opens with a discussion of the Andrea Yates case and examines the relationship between mentally disordered individuals and crime.

Week 5 – Homicide, Assault, Intimate Partner, and Family Violence: Chapter 9 directs us to more specific types of crime, in this case, crimes within the family. One of the major objectives of this chapter is to increase your awareness and understanding of the sheer volume and prevalence of family violence in its many forms.

Week 6 – Multiple Murder, School/Workplace Violence, and the Psychology of Modern Terrorism: Chapters 10 and 11 takes a closer look at specific types of criminal homicide that produce multiple victims as well as those offenses that have the potential for multiple deaths, particularly workplace, school violence, and modern terrorism. These chapters also review the investigative methods and criminal profiling used to identify demographic and personality variables that help to narrow the field of suspects.

Week 7 – Sex Crimes and Sexual Deviancy: Chapters 12 and 13 discuss sex crimes, including classifications and typologies, possible contributing factors, and recidivism.

Week 8 – Final Exam: In the last week, students will complete the final discussion forum and the final exam.