Dr. Wofsey’s

Syllabus Packet

CRIM 210

Introduction to Criminology

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**George Mason University (GMU)**

**Fairfax Campus**

**Fall 2020 (Remote Learning Via Synonymous/Asynchronous)**

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**Course/Number:** **Introduction to Criminology / CRIM 210**

**Section /Number:** DL2 / 77406

**Credits:** 3 Semester Credits

**Day:** Monday

**Time:** 1:30 P.M. - 4:10 P.M.

**Location:** Remote Learning

**Prerequisites:** CRIM 100: Introduction to Criminal Justice (Recommended Only)

**Instructor:** Dr. Wofsey

**Email:** swofsey@gmu.edu

**Telephone:** (703) 425-5197

**Office:** N/A

**Teaching Assistant:** Arden Richards-Karamarkovich

**Email:** aricha9@masonlive.gmu.edu

**Office Hours:** Contact the professor for office appointments via e-mail in order to have a private zoom meeting. Due to the remote nature of the semester, college appointments will need to be made in advance. Please do not hesitate to ask any questions or concerns. E-mail is the preferred choice of communication and will be answered within 48 hours.

**Textbook:** The textbook is an eBook and can be purchased through the George Mason University bookstore or through the Kendall Hunt publishing website: https://he.kendallhunt.com/product/criminology-theories-and-concepts

 Wofsey, S. (2019). *Criminology: Theories and Concepts* (2nd Edition).

Dubuque, IA: Kendall Hunt Publishing.

**Suggested Book:** Suggested books are not mandated for the course.

 American Psychological Association. (2019). *Publication Manual of the*

 *Psychological Association* (7th Edition). Washington D.C.: American

Psychological Association Publishing.

**Overview:** The course explores and evaluates how crime is defined and measured, and examines crime patterns and trends. The class will provide an overview and critical assessment of the major theories of crime causation.

**Objectives:** At the completion of the CRIM 210, Introduction to Criminology course, students will be able to differentiate between the different types of crime (such as, organized crime, white-collar crime, juvenile crime, and property crime), show the impact of crime on victims, private businesses, and government institutions, and describe role of the criminal justice agencies and the citizenry in combating the crime threat. Finally, students will have a greater understanding of different types of theories, which attempt to explain criminality within society. The purpose of the course is to provide the student with an awareness of the multifaceted nature of crime in contemporary culture, and to provide insight into how the criminal justice system, with citizen cooperation, is dealing with illegal behavior.

**Schedule, Assignments, and Examinations (Schedule is Subject to Change):**

|  |  |  |
| --- | --- | --- |
| Week | Lectures | Assignments and Due Dates |
| 1 | Chapter 1: Introduction to Criminology | **Read Chapter 1 and Complete Self-Introduction by 8/30/20 by 11:59 p.m. EST** |
| 2 | Chapter 2: Victimization and Crime | **Read Chapter 2 and Complete Discussion Question #1 by 9/6/20 by 11:59 p.m. EST** |
| 3 | Chapter 3: Rational Choice Theories | **Read Chapter 3 and Complete Writing Assignment #1 by 9/13/20 by 11:59 p.m. EST** |
| 4 | Chapter 4: Trait Theories | **Read Chapter 4 and Complete Examination #1 by 9/20/20 11:59 p.m. EST** |
| 5 | Chapter 5: Social Structure Theories | **Read Chapter 5 and Complete Discussion Question #2 by 9/27/20 by 11:59 p.m. EST** |
| 6 | Chapter 6: Social Process Theories | **Read Chapter 6 and Complete Writing Assignment #2 by 10/4/20 by 11:59 p.m. EST** |
| 7 | Chapter 7: Social Conflict Theories | **Read Chapter 7 and Complete Examination #2 by 10/11/20 11:59 p.m. EST** |
| 8 | Chapter 8: Developmental Theories | **Read Chapter 8 and Complete Discussion Question #3 by 10/18/20 by 11:59 p.m. EST** |
| 9 | Chapter 9: Interpersonal Violence | **Read Chapter 9 and Complete Writing Assignment #3 by 10/25/20 by 11:59 p.m. EST** |
| 10 | Chapter 10: Property Crimes | **Read Chapter 10 and Complete Examination #3 by 11/1/20 11:59 p.m. EST** |
| 11 | Chapter 11: Public Order Crime | **Read Chapter 11 and Complete Discussion Question #4 by 11/8/20 by 11:59 p.m. EST** |
| 12 | Chapter 12: White-Collar and Organized Crime | **Read Chapter 12 and Complete Discussion Question #5 by 11/15/20 by 11:59 p.m. EST** |
| 13 | Chapter 13: Political Crimes and Terrorism | **Read Chapter 13 and Complete Writing Assignment #4 by 11/22/20 by 11:59 p.m. EST** |
| 14 | Chapter 14: Punishment and Corrections | **Read Chapter 14 and Complete Discussion Question #6 by 11/29/20 by 11:59 p.m. EST** |
| 15 | Final Examination Week | **Complete Examination #4 by 12/14/20 by 4:15 p.m. EST** |

**Important Dates:** **15 Week Remote Class Session**

|  |  |
| --- | --- |
| Classes begin  | 08/24/20 |
| Last day to drop with tuition refund or change to audit (Census Date) | 09/08/20 |
| Last day of selective withdraw period  | 10/28/20 |

**Inclement** Please refer to the college website for FAQ’s. Additionally, all students should go **Weather:** to Blackboard for specific communication and instruction for the course.

Generally, the material to be presented during a class session that is cancelled due to inclement weather, or for college and/or instructor reason, will be presented during the next regular class session in addition to the material scheduled for that class. If a class session is cancelled and an exam is scheduled for that class, the exam will be given during the next scheduled class in addition to the material scheduled for that class session. Since the college remains mostly in a remote learning environment for the semester inclement weather should not impact the course.

**Grading:** 97% - 100% A+

93% - 96% A

 90% - 92% A-

 87% - 89% B+

 83% - 86% B

 80% - 82% B-

 77% - 79% C+

 73% - 76% C

 70% - 72% C-

 60% - 69% D

 0% - 59% F

**Weighted** Examination #1 = 15%

**Percentages:** Examination #2 = 15%

 Examination #3 = 15%

 Examination #4 = 15%

 Writing Assignment #1 = 7%

 Writing Assignment #2 = 7%

 Writing Assignment #3 = 7%

 Writing Assignment #4 = 7%

 Discussion Question #1 = 2%

 Discussion Question #2 = 2%

 Discussion Question #3 = 2%

 Discussion Question #4 = 2%

 Discussion Question #5 = 2%

 Discussion Question #6 = 2%

 Total = 100% of the Final Course Grade

**Examinations:** Each examination is 15% of the student’s final course grade. Each examination consists of 75 multiple-choice questions (A through E). Each examination is scored out of 75 points. Examination #1 will cover chapters 1-4 in the textbook and all material presented in class lectures. Examination #2 will cover chapters 5-7 in the textbook and all material presented in class lectures. Examination #3 will cover chapters 8-10 in the textbook and all material presented in class lectures. Examination #4 will cover chapters 11-14 in the textbook and all material presented in class lectures. Each examination will be due by the date as indicated on the schedule unless otherwise noted by the professor. As a reminder the professor does not accept late work. The examinations are open note, but timed for 80 minutes. Students will only get once chance to complete each examination prior to the due date. Students should complete the study guides in order to be able to complete the examination in the specific period of time. Study guides are provided in the within specific modules.

**Writing** Eachwriting assignment is 7% of the student’s final course grade. Each writing

**Assignments:** assignment consists of answering critical thinking questions from the textbook. Please answer each assigned question in 3-6 paragraphs (4-6 sentences per paragraph) using proper A.P.A. writing techniques. Each writing assignment is scored out of 50 points. Outside scholarly sources and the textbook will be needed to complete the assignment. Please use Times New Roman, 12 font and double space the document. The writing assignment will be graded on content, proper writing/grammar, A.P.A. format, and research. The professor will check for plagiarism, so please be conscious of the plagiarism rules and regulations. Please be detailed and remember to support all claims within the document. Please refer to the writing assignment sample as a template along with the writing assignment rubric for additional information. As a reminder the professor does not accept late work.

**Discussion** Each discussion question is 2% of the student’s final course grade. Each

**Questions:** discussion question scored out of 25 points. Students are expected to log into Blackboard several times per week to view the responses to the discussion questions. Each discussion question should be answered in paragraph form using proper A.P.A. writing techniques. In order to obtain the maximum amount of points, each discussion question should be answered in approximately 350-500 words (excluding repeating the questions). Students are welcome to elaborate over the 500-word limit. Students are graded on content, supporting their opinion or position, professionalism, and grammar. Students should then respond to another classmate's response in order to facilitate a class discussion on the topic. The instructor may respond to student’s postings as well in order to elaborate on an opinion or position discussed in the posting. Spacing issues are understandable, but please cite all material according to A.P.A. standards using both in-text citations and a reference. As a reminder the professor does not accept late work. Please use proper “netiquette” or online etiquette when responding to classmates.

**Attendance:** A mandatory zoom session is required on the first day of class, but all other class lectures will be recorded and posted on Blackboard. Zoom sessions will be held once a week for questions, concerns, and chapter review. An announcement will be sent alerting students of the day and zoom information for the lectures. Please listen to every class lecture in the course. All lectures are voice recorded on Blackboard for convenience. Understanding all the material presented within the course is vital for achievement. Class lectures will include all materials presented on the examinations. The professor may have several optional zoom study review sessions prior to examinations, but attendance will be optional. Students are always encouraged to attend the Zoom sessions in order to answer any questions or concerns about course material or upcoming assignments.

**Participation:** Students will be prepared to review the materials presented during the recorded class lectures and participate in individual exercises such as, discussion questions as well as viewing and discussing audiovisual presentations. **The professor will not accept any late work.** The class does touch on difficult topics, which is not meant to offend anyone, but the subjects must be reviewed through the educational process.

**Academic** Refer to the Student Handbook: When college officials award credit, the integrity

**Dishonesty:** of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using A.P.A. format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please contact the professor.

**Class Rules:** The professor included several classroom rules and expectations for all students.

* + - * Not having an internet connection is not an excuse to not complete an assignment on-time. All students are aware of the requirements for a remote online class.
			* All assignment are due by a specific date not on a specific date, hence late work will not be accepted. All assignment due dates are given on the first day of class to encourage students to work ahead to avoid any unexpected hardships.
			* Please do not take pictures of lecture slides rather write all important notes in order to better understand the material.

**Disability Policy:** Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Disability Services can be reached by email: ods@gmu.edu or by phone: (703) 993-2474. Please note that faculty are not expected to provide accommodations unless the student presents a letter from Disability Services, but also that students can request approved accommodations from faculty at any point in the semester (going forward, not retroactively). Please email the professor all Disability Services letters in order to make proper accommodations in advance.

**Privacy:** Students must use their MasonLive email account to receive important University information, including communications related to this class. The professor will not respond to messages sent from or send messages to a non-Mason email address.

**Diversity:** George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study, and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

 The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

 Acknowledging the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving sociocultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and make improvements as needed.

**Title IX:** George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202: Sexual Harassment and Misconduct](https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) speaks to the specifics of Mason’s process, the resources, and the options available to students.

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s [Title IX Coordinator](https://diversity.gmu.edu/sexual-misconduct) per [university policy 1412](https://universitypolicy.gmu.edu/policies/reporting-of-clery-act-crimes-andor-prohibited-sexual-conduct/). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](http://ssac.gmu.edu/) (703-380-1434) or [Counseling and Psychological Services](https://caps.gmu.edu/) (703-993-2380). You may also seek assistance from [Mason’s Title IX Coordinator](https://diversity.gmu.edu/sexual-misconduct) (703-993-8730; titleix@gmu.edu).

**Writing Assignment Evaluation Review Form**

|  |  |
| --- | --- |
| Name |  |
| Date |  |
| Class | CRIM 210 Introduction to Criminology |

|  |  |  |
| --- | --- | --- |
| Subject | Comments | Points |
| Content |  | /15 |
| Grammar/Proper Writing |  | /15 |
| A.P.A. Format |  | /10 |
| Research |  | /10 |

|  |  |
| --- | --- |
| Grade |  |

Plagiarism

There are two circumstances which give rise to a charge of plagiarism:

* Cheating (intentional plagiarism)
* Misuse of sources (unintentional plagiarism)

Intentional Plagiarism (Cheating): Intentional plagiarism is where one knowingly appropriates the work of others and passes it off as their own. This can include:

* Copying entire documents and presenting the documents as your own.
* Cutting and pasting from the work of others without properly citing the authors.
* Stringing together quotes and ideas of others without connecting citing the authors.
* Asserting ideas without acknowledging their sources.
* Reproducing sentences written verbatim by others without properly.

Unintentional Plagiarism (Misuse of Sources): Unintentional plagiarism, or the misuse of sources, is the accidental appropriation of the ideas and materials of others due to a lack of understanding of the conventions of citation and documentation. This can include:

* Misuse of sources might include a lack of understanding of paraphrasing
* Not being clear about the parameters of common knowledge, and/or of ideas.
* Since rules of attribution are culturally determined, unintentional plagiarism could the result of writers not understanding the sanctity of academic writing.
* The misuse of sources can be the result of ignorance or laziness but is not the result of a desire to cheat.
* Material plagiarized does not meet the criteria for “common knowledge” and is the product of someone else’s research, experience, and investigation.
* However, there is no difference whether you have intentionally or unintentionally plagiarized in order to receive a zero.

In-Text Citations

In order to obtain the maximum amount of points on all writing assignments; each student must insert in-text citations throughout the document. Students must insert the citation to avoid any charges of plagiarism. Remember never copy and paste unless you are using a direct quote. Please paraphrase and then use an in-text citation at the completion of the sentence.

When using American Psychological Association (A.P.A.) format, include the author’s last name and date of publication for the paraphrase. This means the author’s last name and the year of publication for the source should appear in the text. For example, Students will learn about criminology in the class (Williams, 2019). A complete reference should appear in the reference list at the end of the document.

If you are referring to an idea from another work, but not directly quoting the material, or are referring to an entire book, article or other work, you only have to refer to the author and year of publication. The page number would not be required in the in-text reference. All sources cited in the text must appear in the reference list at the end of the paper.

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the in-text citation (preceded by p.). Introduce the quotation with a signal phrase that includes the author’s last name followed by the date of publication in parentheses. According to Jones (2020), “Students often had difficulty using American Psychological Association (A.P.A.) style, especially when it was their first time” (p. 199). Jones (2020 found “students often had difficulty using American Psychological Association (A.P.A.) style” (p. 299); you may also cite direct quotes at the completion of the sentence. For example, “Many students avoid taking math classes for fear of failing the class” (Jones, 2020, p. 12).

The complete reference list should appear at the end of the document. The reference list provides the information necessary for a reader to locate and retrieve any source cited in the body of the paper. Each source cited in the paper must appear in the reference list; likewise, each entry in the reference list must be cited in the text.

 If the reference has two authors, both authors’ last names appear in a signal phrase or in the parentheses each time you cite the work. Use the word “and” between the authors’ names within the text and use the ampersand in the parentheses. For example, Research by Wagner and Pott (2019) supports the prosecutions claims of assault. Students can also use the following, Research indicated support for the prosecutor’s claims of assault (Wagner & Pott, 2019).

 If the reference has three to five authors’ list all the authors in the signal phrase or in parentheses the first time cite the source. For instance, Research by Kernis, Cornell, Sun, Berry, & Harlow (1993) suggested the man was guilty of murder. Students may also cite the sentence as follows, Research suggested the man was guilty of murder (Kernis, Cornell, Sun, Berry, & Harlow, 1993). In subsequent citations, only use the first author's last name followed by “et al.” in the signal phrase or in parentheses. For example, (Kernis et al., 1993). If the reference has six or more authors; students must use the first author's name followed by et al. in the signal phrase or in parentheses. Harris et al. (2001) argued Jones was guilty of embezzlement and extortion. Or students can state, Jones was later found guilty of embezzlement and extortion (Harris et al., 2001).

If the reference has an unknown author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks. In the rare case the “Anonymous” is used for the author, treat it as the author’s last name (Anonymous, 2018). If the reference is an organization; students may cite the material as follows; according to the American Psychological Association (A.P.A.) (2009) the book was acceptable (American Psychological Association, 2009). If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations. For example, (Mothers Against Drunk Driving [MADD], 2018). The second and subsequent citations would read (MADD, 2018).

 Use the same rules for direct quotes but include the page numbers. If there are not any pages’ students must count the paragraphs or put page one. Examples include the following, according to Jones (2018), “Students often had difficulty using American Psychological Association (A.P.A.) style, especially their first time” (p. 1). For multiple authors use the same rules as stated above but include the page numbers. For example, “Research suggested the social learning theory as a great alternative” (Wofsey & Williams, 2000, p. 1). Another example is “The public was certain the man committed the crime” (Smith, Jones, & Jackson, 2018, p. 1). Please following the rules presented above in the research document.

Research Assistance

Research is the heart of the assignment. Students should utilize Internet database bases such as, ProQuest, JSTOR, LexisNexis, and EBSCO within the assignment. Remember you must include at least five scholarly resources. The more research presented within the document allows the student to support each claim. The research is intended to link the claims presented within the document to solid data.

 Becoming an experienced researcher and writer in any field or discipline takes a great deal of practice. Organization and time management are critical aspects students must display when researching a topic. Research does involve patience, so be prepared to allocate enough time to researching the topic effectively. Finally, the objective of the research is to support all interpretations and conclusions presented in the document using evidence such as, studies, statistics, examples and generally accepted knowledge.

In addition, Wikipedia is a great source at information and often used when someone is curious about a specific subject. However, Wikipedia is not peer-reviewed and should never be used as a source within a scholarly research assignment. If you are having trouble researching, remember to utilize all available resources found on campus such as, librarian assistance when researching a topic.

Common Errors Found in Writing Assignments

Common errors found within research and writing assignments involve numerous American Psychological Association (A.P.A.) writing errors and grammatical errors. First, every American Psychological Association (A.P.A.) paper should have page numbers and a title on the opening page along with a cover and reference page. Please do not forget to insert in-text citations when appropriate. Students frequently forget to place the period outside the parenthesis of an in-text citation. Page numbers are only needed with direct quotes.

Please limit the number of direct quotations to 3-5 within the document. Students should paraphrase as much as possible. Attempt to avoid long and elaborate direct quotes within the document. Never end a paragraph with a direct quote. Explain the direct quote? Why is the direct quote significant?

Grammatical errors are the most common mistakes within research papers. Paragraphs are usually 4-6 sentences in length. Students should break-up thoughts into properly defined paragraphs. Research documents involve direct and formal writing. Students must attempt to avoid long wordy, journalistic sentences. Many students write in a journalistic style, which is not conducive to research because the style displays a bias. Students should not be overly wordy and directly reach the point of the sentence. For example, the authors in the study believe that the antisocial behavior displayed could be found in all forms of criminal behavior. The sentence should read…The authors stated antisocial behavior could be found in all forms of criminal behavior. Another example is Nate Turner committed a final horrific murder while in prison on assault charges by striking a fellow inmate in the head with a battery placed in sock causing the inmate brain damage. The sentence should read…The final murder Nate Turner committed was in prison. Turner struck a fellow inmate in the head with a battery placed in a sock. The assault produced brain damage, which resulted in the inmate’s death. The sentence structure is formal and direct without journalistic writing.

Students must use formal language, which involves avoiding terms such as, he, his, her, she, it, that, those, they, there, and we within the document. If the student is writing about a person or group attempt to use the person’s last name or group name. At times a student must use the above-mentioned terms, but generally speaking students should avoid vague terms. However, 95 percent of the time a student can restructure the sentence to be more formal and avoid using the above-mentioned terms. For example, an informal sentence is as follows, he committed robbery at an extremely young age, and all of his murders incorporated rape and sexual assault. An example of a formal sentence is as follows, at an extremely young age Turner committed robbery. Later, Turner incorporated rape and sexual assault during each murder.

Avoid writing errors such as, pronoun antecedent agreement errors by removing “that they” or “he had” within a sentence. For example, after the crime Turner and Smith went to the safe house so that they could sober up. Rephrase the sentence to read as follows, after the crime, Turner and Smith went to the safe to sober up.

Remember to use past tense when writing a research paper. Try to avoid being redundant and starting every sentence with the person’s last name or the group name. Try to avoid starting sentences with because, but, or and. Avoid contractions such as, didn’t, shouldn’t, or it’s. Explain what “it’s” is within the sentence or write did not or should not in order to present a formal document.

Avoid basic grammatical errors such as, comma splice, run-on sentences, and sentence fragments. A run-on sentence has at least two parts, either one of which can stand by itself (in other words, two independent clauses), but the two parts have been placed together instead of being properly connected. A sentence fragment lacks an independent clause and cannot stand by itself as a sentence.

Make sure the introduction of the research assignment includes a strong thesis statement. The first few words represent the tone of the paper. The introduction attracts the reader’s attention while fully informing the reader about the topic. Include a sentence about what the reader will learn from the research presented within the document. Finally, always have someone proof read the document prior to final submission to avoid silly typographical or grammar errors. Nobody is perfect and a second set of eyes always helps.

Sample Reference Page Information

According to the sixth edition of the Publication Manual of the American Psychological Association (A.P.A.) a research paper must include a Reference page not a Work Citied or Bibliography. Center the word “Reference” (in plain type, not bolded) horizontally at the top of a new page. Format everything below the title using a “hanging indent,” in which the first line of each entry begins at the left margin and subsequent lines are indented by 1/2 inch.

Include all the sources cited in the paper except personal communications. A source may be an article, chapter, report, entire book, website article, blog posting, movie, or other work. List works in alphabetical order by first author last name. If two or more works have the same first author, order by second authors, if any, then by publication date, with the most recent first. Please see the sample below:

Academic Database:

 Boduszek, D., Shevlin, M., Adamson, G., & Hyland, P. (2013). Eysenck’s personality model and criminal thinking style within a violent and nonviolent offender sample: Application of propensity score analysis. *Deviant Behavior, 34*, 483-493. doi:10.1080/01639625.2012.748628

Magazine:

Helmer, W. (1999, March 9). The fight against drugs. *Corrections Today, 14*(8), 166-169.

Newspaper:

Crown, S. (2011, September 6). The art of criminology and criminal investigation. The

 *New York Times*, pp. A4-A5. Retrieved from http://www.nytimes.com

Website:

United States Department of Labor. (2018). *Changes in the labor force in the 20th century*. Retrieved from [www.bls.gov/opub/200.htm](http://www.bls.gov/opub/200.htm)

Book:

Abadinsky, H. (2013). *Organized crime* (10th ed.). New York, NY: Wadsworth Cengage Learning Publishing

American Psychological Association (A.P.A.) Websites

You will find below helpful American Psychological Association (A.P.A.) writing websites. The websites may be helpful when writing research papers.

<http://owl.english.purdue.edu/owl/resource/560/18/>

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

http://www.easybib.com

Title of the Document

Insert Name

George Mason University

Introduction to Criminology

CRIM 210

Dr. Wofsey

Date

Title of Document

Indent the first paragraph and start the introduction paragraph followed by the body, and conclusion paragraphs.

References

Abadinsky, H. (2013). *Organized crime* (10th ed.). New York, NY: Wadsworth Cengage Learning Publishing.

Baltimore Behavioral Health System. (2012). *Comparing costs of incarceration to drug treatment*. Retrieved from http://www.bhsbaltimore.org/site/wp-content/uploads/2013/08/Incarceration-vs-Drug-Treatment-Costs.pdf

Boduszek, D., Shevlin, M., Adamson, G., & Hyland, P. (2013). Eysenck’s personality model and criminal thinking style within a violent and nonviolent offender sample: Application of propensity score analysis. *Deviant Behavior, 34*, 483-493. doi:10.1080/01639625.2012.748628

Brooke-Eisen, L., & Eaglin, J. (2017, March 31). *Poor, incarcerated, and criminal justice debt*. Retrieved from https://www.prisonlegalnews.org/news/2017/mar/31/poverty-incarceration-and-criminal-justice-debt/

Helmer, W. (1986). The madman on the tower. *Texas Monthly, 14*(8), 169.

Wooden, W. (1991). Juvenile fire setters in cross-cultural perspective: How should society respond? In J. Hackler Onati (Ed.), *Official responses to problem juveniles: Some international reflections* (pp. 339–348). Spain: Onati Publications.

Zinzow, H., Resnick, J., Amstadter, K., Kilpatrick, D. (2012). Prevalence and risk of psychiatric disorders as a function of variant rape histories: results from a national survey of women. *Social psychiatry and psychiatric epidemiology, 47*(6), 893-902.