**CRIM 400-DL7**

**Applied Criminal Psychology**

**Fall 2021**

**Monday and Wednesdays, 9:00 a.m. to 10:15 a.m.**

**George Mason University**

**Online, Synchronous Class**

**Instructor**

**Professor Larry Guerin, M.A., C.F.E., A.H.F.I.**

Contact Info: lguerin@gmu.edu

Office hours: By appointment, available before or after class, and during breaks

I will communicate with students through Mason email.

See http://masionlive.gmu.edu for information on how to use your account. If you prefer to use a different email address, please notify me or set up forwarding to that address. I check email frequently, and it’s the quickest way to reach me.

# Course Description and Objectives:

# This is an application course which seeks to encourage critical thinking, combined with prior and learned knowledge, to explain criminal behavior and its impact on society by:

# Analying the mind of criminals who commit serious and heinous crimes in order to understand their motive for committing those crimes

* Examining factors that influence violent criminals, e.g., situation, biological, and developmental factors and their impact on society
* Examining the field of criminal investigative techniques and analysis, the history and methods of criminal profiling, analyzing crime scenes for offender behaviors and characteristics while utilizing science and logic reasoning
* Acquiring and maintaining familiarity with current events of a criminal nature and discussing the event and its possible motive and impact on society, utilizing methods and techniques learned during this course
* Analyzing law enforcement techniques for dealing with suspects of serious and heinous crimes and the effectiveness of those techniques

**NOTE: The instructor reserves the right to change or modify this syllabus at any time during the semester.**

# Required Textbook

 ***Criminal Behavior and Profiling***

Sage Publishing (Fourth Edition)

 **By C.R. Bartol, A.M. Bartol**

 ISBN-978-1-4129-8308-2

**Additional Reading Assignments**

In addition to the text, you will be required to read and be able to discuss any instructor-posted reading assignments on the course Blackboard page. When assigned, you will be able to access them by going to our Blackboard page and scrolling down the page until you see the course readings section. All readings will be in PDF format which requires you to have Adobe Acrobat Reader on your computer. You can read the assignments on your screen or you can print them.

**Warning**

The materials we will be covering may contain graphic photos, vulgar language and disturbing content which may be upsetting to some. Please be advised about this material, as it can be disturbing. If you feel that you need to talk to someone about those issues, please contact the George Mason Counseling and Psychological Services at 703/993-2380 or online at caps.gmu.edu.

# Course Format

Class instruction will be in lecture format. There will be class participation exercises as well as relevant media clips and discussions. Attending lectures on a regular basis is needed to cover all course material and will be beneficial to your grade in this course.

# Course Policies:

Audio recording of classroom instruction to augment in-class note taking is permitted, however; you must let me know you are doing so. Videotaping in any form is not permitted. The use of mobile devices, laptops, iPads & tablets is not permitted. Please be respectful of your peers and the instructor and do not engage in activities that are unrelated to class.

# Attendance/Class Participation:

Students are responsible for attending class. An attendance sheet will be passed around or verbally taken during each class. Students are not permitted to sign the attendance sheet for another student. In-class participation is expected and adds to the learning environment. Class participation will count towards your final grade.

# Honor Code:

George Mason University has an Honor Code, which requires all members of its community to maintain the highest standards of academic honesty and integrity. All students are expected to be familiar with this Honor Code. Cheating, plagiarism, lying, and stealing are prohibited. All violations of the Honor Code are the responsibility of the Honor Committee. See honorcode.gmu.edu for more detailed information. You must follow all instructions issued by the instructor regarding all quizzes and exams.

**A.P.A. Format:**

It is your responsibility to write using properly grammar and in approved A.P.A. format. When utilizing “within-text” citations, it is important that you accurately reflect the author’s information which is contained in the reference related to that “within-text” information. Plagiarism includes paraphrasing incorrectly even if you have provided a citation. If I don’t believe that you have accurately represented the cited author’s information accurately, I will check that and other citations in your paper. If there is a pattern of inaccuracy, I will refer it as a possible violation of GMU’s Honor Code. It is also important to make it clear when you are expressing your own opinion as opposed to that of your author’s - thus providing a clear “boundary” between the two.

The use of signal phrases will help to avoid plagiarism. Signal phrases are short phrases that introduce a quote, paraphrase, or summary; they signal to readers that an outside source is being used. There are three important reasons to use signal phrases:

1. To mark boundaries: Signal phrases mark boundaries between your words and the source’s words. By marking the boundaries, you also provide a smooth transition for the reader between your words and the source.
2. To emphasize the source: Signal phrases call attention to the author or source being used. In some cases, such as a literature review or the use of a well-known author, specific information about the source is important for the reader to know.
3. To avoid plagiarism: All source material must be cited, and signal phrases are one way to cite a source—however, additional citation formatting may be necessary depending on your citation style.

See GMU’s Writing Center guide on signal-phrases for more information.

# Students with Disabilities:

# If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Resources at 703-993-2474. All academic accommodations are the responsibility of that office.

**Writing Center:**

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu/)]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the [Online Writing Lab (OWL)](http://writingcenter.gmu.edu/?page_id=177#more-177).

# Add/Drop Period:

Students are responsible for verifying their enrollment in class. Schedule adjustments must comply with the deadlines published in the Schedule of Classes, available from the Registrar’s Website at registrar.gmu.edu.

After the last day to drop a class, withdrawing from the class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

**Grading:**

Your final grade will be calculated as follows (total 100 points):

Attendance/Class Participation: 15 points

Assignment 1: 10 points

Assignment 2: 10 points

Quizes 20 points

Assignment 3: 20 points

Final Exam: 25 points

**Total: 100 points**

# Grading Scale:

**Letter Grade Total Points**

A+ 97 – 100

A 93 – 96

A - 90 – 92

B+ 86 – 89

B 82 – 85

B- 80 – 81

C+ 76 – 79

C 72 – 75

C- 70 – 71

D 65 – 69

F 64 and Below

**Assignment #1: Research and Opinion Paper**

When assigned a topic by the instructor, research the topic to gather and develop information in support of the position you are assigned, utilizing critical thinking to defend that position. The paper should be 5 pages in length (5 page minimum) or more, excluding your cover page, and utilize an 12 font size. This assignment will be submitted to our Blackboard course website, as well as turned into the instructor in paper printed format on or before the due date. No abstract is required nor should be included. At least 3 (three) scholarly resources and/or authoritative sources must be cited.\* The assignment is worth 10 points: 10% penalty for submission after the due date but within the first week it is due, and 25% thereafter.

**Assignment #2: Criminal Profile Paper**

When assigned a criminal offender by the instructor, discuss and explain the biological, situational and developmental factors that contributed to the criminal’s behavior. Examine their crimes and provide your insight as to what caused their behaviors and crimes. The paper should be 5 pages in length (5 page minimum), excluding your cover page, and utilize an 12 font size.  This assignment will be submitted to our Blackboard course website, as well as to the instructor in printed paper format on or before the due date. No abstract is required nor should be included. At least 3 (three) scholarly resources and/or authoritative sources must must be cited.\* The assignment is worth 10 points, late submissions penalty: 10% penalty for submission after the due date but within the first week it is due, and 25% thereafter.

# Assignment #3: Criminal Profile Paper

You are to select a serial killer (not the same as in a prior assignment) in order to discuss and explain the biological, situational and developmental factors that contributed to the criminal’s behavior\*. Examine their crimes and provide your insight as to what caused their behavior and crimes. The paper needs to be thorough and detailed with a comprehensive description of the subject’s background (criminal and non-criminal). The paper should seek to explain the subject criminal’s behavior utilizing psychological classifications, mental disorders, and theories of maladaptive behavior(s). The paper should be 8 pages in length (8 page minimum), excluding your cover page, and utilize an 12 font size. This assignment will be submitted in our Blackboard course website, as well as to the instructor in printed paper format on or before the due date. No abstract is required nor should be included. At least 5 (five) scholarly resources and/or authoritative sources must must be cited.\* This assignment is worth 20 points, late submissions penalty: 10% penalty for submission after the due date but within the first week it is due, and 25% thereafter.

**Exams and Quizzes:**

There will be three (3) quizzes, of which I will drop your lowest score. Make-up quizzes and exams will only be allowed under exceptional and/or unavoidable circumstances, and with proper documentation provided and will be subject to a penalty. If you know in advance that you have to miss an exam, please notify me ASAP. Any quiz or exam that you miss, there will be a 10% penalty for the first week it is due, and 25% thereafter.

**Privacy:**

Please respect the privacy of any students who may disclose personal information in the class. Please respect everyone’s right to choose whether to disclose or not disclose personal information freely.

# Bad Weather and Other Emergencies:

Check Mason’s homepage at [www.gmu.edu](http://www.gmu.edu/) or call GMU’s line at 703-993-1000 to see the status of the university for inclement weather or other emergency situations. You can also register for Mason’s emergency alert system at https://alert.gmu.edu. If I have to cancel class due to an emergency, I will attempt to email you ASAP at your GMU email address.

**\*** References should be from various sources, including but not limited to textbooks, academic journals, professional journals, and web-based materials (Wikipedia is not a proper source). Proper grammar is required and all sources need to be properly citied in APA style.

**Applied Criminal Psychology - Course Schedule**

**Schedule of Classes:**

1. 08/23/21 First Day**:** Introduction of Syllabus, Course, and Instructor

**Discussion Board #1 open**

1. 08/25/21 **Syllabus Quiz** / Why They Do It
2. 08/30/21 Introduction to Profiling **Chapter 1**

**Discussion Board #1 closed**

1. 09/01/21 The Crime
2. 09/06/21 Down The Rabbit Hole – “The Scammer” in class exercise
3. 09/08/21 In-Class Exercise
4. 02/11/20 Crime Scene Profiling **Chapter 2 (Assignment 1 Due)**
5. 02/13/20 Scientific Approaches to Crime Scene Profiling **Chapter 3**

**Discussion Board #2 open**

1. 02/18/20 Down the Rabbit Hole – “The Doctor” in class exercise
2. 02/20/20 Down the Rabbit Hole – “The Thief” -in class exercise
3. 02/25/20 Interviewing and Interrogation

**Discussion Board #2 closed**

1. 02/27/20 Detection of Deception
2. 03/03/20 Detection of Deception
3. 03/05/20 Geographic Profiling **(Chapter 4) (Review for Quiz)**

**Spring Break 3/09-15/19**

1. 03/17/20 **(Quiz #2)** Mass Shootings/Spree Killings
2. 03/19/20 Psychopaths/Sociopaths/Serial Killers
3. 03/24/20 “Mind of the Serial Killer” **(Assignment 2 Due)**

**Discussion Board #3 open**

1. 03/26/20 Law enforcement use of force
2. 03/31/20 Psychological Profiling as Applied to Specific Crimes - **Chapter 5**
3. 04/02/20 Dangerous Cults / Hate Crime

**Discussion Board #3 closed**

1. 04/07/20 The Hightower Case Presentation
2. 04/09/20 Psychological Profiling - **Chapter 6 (Review for Quiz)**
3. 04/14/20 **(Quiz #3)** “Monsters in our Midst” (**Outline of Assignment #3 due)**
4. 04/1620 Student Presentations
5. 04/21/20 Student Presentations
6. 04/24/20 Student Presentations **(Assignment 3 due)**
7. 04/28/20 **Review for Final Exam**

 05/07/19 Last day: **Final Exam** (9:00 a.m.)

**Assignments 1 and 2**

**Grading Rubric**

**Directions:** Assignment 1 will be graded based on this rubric.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements/Scoring** | **2.5** | **2.0** | **1.5** | **1** |
| **Description of background information** | Your paper contains detailed and accurate background information which demonstrates a very clear, thorough, and insightful understanding of your position.  | Your paper contains accurate background information, demonstrating a clear understanding of the topic. | Your paper contains some background information, but not enough to demonstrate an understanding of the topic and/or the topic is not communicated clearly. | Your paper does not contain background information or it appears to be inaccurate or without sufficient detail. The paper is difficult to understand. |
| **Information to support your assigned position**  | Ample, pertinent and relevant literature is precisely and efficiently summarized demonstrating a high level of understanding and position. | Your paper accurately, effectively and efficiently details more than sufficient information to support the assigned position | Your paper contains limited information in support of your assigned position.  | Your paper does not contain adequate information in support of the assigned position.  |
| **Accurate analysis of information and plausibility of conclusions** | Your paper contains a well-developed, clear, insightful and thoughtful analysis of the information and arrives at a clear, concise and convincing understanding of the issues and supporting your arguments. | Your paper contains sufficient analysis of the information and conveys a convincing understanding of the issues affecting your subject. | Your paper contains limited analysis of the information, is somewhat understandable and convincing in conveying an understanding of the issues affecting your subject. | Your paper does not contain sufficient analysis and is not convincing in conveying an understanding of the issues affecting your subject. |
| **Writing style and APA format** | All of your sentences are well constructed, with varied structure and length. The paper contains very few or no APA format errors. Organization of the argument is clearly and concisely outlined and implemented.  | Most of your sentences are well constructed and have varied structure and length. You may have made a few errors in your grammar, mechanics and spelling. Writing is generally clear. | Some of your sentences are well constructed, but they have a similar structure and length. You made several errors in grammar, mechanics and spelling that interfere with my review and understanding.  | Your sentences are awkward, repetitive and/or difficult to understand. You made numerous errors in grammar, mechanicsand spelling that interfered with my review and understanding.  |

**Assignment 3**

**Grading Rubric**

**Directions:** Assignments 2 and 3 will be graded based on this rubric.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ele`ments/Scoring** | **4** | **3** | **2** | **1** |
| **Description of background information** | Your paper contains detailed and accurate background information which demonstrates a very clear, thorough and insightful understanding of your subject. | Your paper contains accurate background information, demonstrating a clear understanding of the topic. | Your paper contains some background information, but not enough to demonstrate an understanding of the topic and/or the topic is not communicated clearly. | Your paper does not contain background information or it appears to be inaccurate or without sufficient detail. The paper is difficult to understand. |
| **Information to support assigned position (e.g. motive, intent, MO, signature, as well as developmental, situational, and biological factors)** | Ample, pertinent and relevant literature is precisely and efficiently summarized demonstrating a high level of understanding of your subject. | Your paper accurately, effectively and efficiently details more than sufficient information to support the assigned position. | Your paper contains limited information in support of your assigned position.  | Your paper does not contain adequate information in support of the assigned position.  |
| **Accurate analysis of information and plausibility of conclusions** | Your paper contains a well-developed, clear, insightful and thoughtful analysis of the information and arrives at a clear, concise and convincing understanding of the issues affecting your subject. | Your paper contains sufficient analysis of the information and conveys a convincing understanding of the issues affecting your subject. | Your paper contains limited analysis of the information, is somewhat understandable and convincing in conveying an understanding of the issues affecting your subject. | Your paper does not contain sufficient analysis and is not convincing in conveying an understanding of the issues affecting your subject. |
| **Writing style and APA format** | All of your sentences are well constructed, with varied structure and length. The paper contains very few or no APA format errors.  | Most of your sentences are well constructed and have varied structure and length. Writing is generally clear. | Some of your sentences are well constructed, but they have a similar structure and length. You may have made some errors.  | Your sentences are awkward, repetitive and/or difficult to understand. You made numerous errors in grammar. |
| **Critical thinking** | Justifies own view while integrating contrary views, shows sophisticated thought. | Justifies own view while integrating contrary views.  | Position is clearly adopted with little consideration. Addresses a single view. | Fails to justify own opinion or hypothesis is unclear or simplistic. |