



COUGARS

Syllabus for PSYC 433, Section 701

Criminal Psychology – Online

Department of Psychology

Summer I

5/27-6/28

About the Instructor

Name: Dr. Jeremy Jewell

Email: jejewel@siue.edu

Office Hours: Online by appointment

Welcome

Welcome! This 5-week course is fully online and asynchronous. To get started, please take a moment to familiarize yourself with the Blackboard course shell and the information in the *About this Course* section. Due to the accelerated nature of the course, it is important to keep up with weekly due dates. When you're ready to begin, start with the *Week 1* link in the Blackboard left navigation menu and work through the modules in order.

Bio

Jeremy D. Jewell is a Professor of Psychology in the Clinical Child and School Psychology graduate program. He obtained his Ph.D. in Psychology with a Specialization in School Psychology from the University of Texas at Austin. Dr. Jewell completed a one-year internship with Father Flanagan's Boy's Home (Boys Town) in Omaha, Nebraska. Dr. Jewell's research has focused on two primary areas. The first research area concerns the etiology, diagnosis, and treatment of youth diagnosed with Conduct Disorder as well as the broader area of juvenile delinquency. The second research interest is in the effects of the family environment, parenting style, and discipline practices on children's mental health and the development of psychopathology. Dr. Jewell is currently involved in several research studies examining the benefits of relaxation skills training and compassion meditation on youth.

Dr. Jewell teaches courses in family psychology, therapy with youth and families, and crisis intervention. Dr. Jewell also supervises research projects, serves as an academic advisor, directs thesis research, and assists in program development and evaluation. Dr. Jewell holds several leadership positions at both the local and state level in an effort to improve mental health service delivery to youth. Dr. Jewell is both a Licensed School Psychologist as well as Licensed Clinical Psychologist in Illinois. Finally, Dr. Jewell was presented with the Exemplary Service Award by the Illinois Probation and Court Services Association in 2020, and also received the Hoppe Research Professor Award in 2016.

Communicating with the instructor

Students should direct all communication to me directly via email, I will strive to respond within about one day.

About the Course

Course description

This 3 credit-hour course is designed to explore psychological origins, theories, and research on violent and nonviolent criminal behavior and current issues related to crime.

Prerequisite knowledge and credit hours

The only prerequisite for this course is PSYC 111 or equivalent with a grade of C or better.

Course goals and objectives

- Recall the developmental, biological, and learning factors related to the origins of criminal behavior.
- Recognize various models of psychopathy, aggression, and violence in various contexts.
- Explore current research and issues related to juvenile delinquency.
- Evaluate research regarding criminality as it relates to mental illness and substance abuse.
- Develop expertise on the topics of partner violence, sexual assault, and child abuse.
- Examine research and current issues related to a variety of economic crimes.
- Apply knowledge regarding terrorism.

Course textbooks

Bartol, A. M., & Bartol, C. R. (2014). *Criminal behavior: A psychological approach*. Boston: Pearson.

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

Lecture videos, PowerPoint slides, and other course materials will be posted on Blackboard.

Take Notes on the Video Lectures

Each week we will have several video presentations that go along with the readings. These lecture videos will be posted in Blackboard. They may range in length from a few minutes to over an hour. Some of these videos are the lectures for this course while others are supplemental videos related to course material. Thus, you will need to TAKE NOTES because you will be tested on the material that they cover. Exam questions may be derived from any material presented in any of the lecture, related videos, or readings. Please note, however, that my video lectures (with PowerPoint slides) will focus on what I believe are the most important highlighted information in each chapter. Thus, while anything can be included in the exam, it is wise to study the key concepts that I discuss in my video lectures.

Course Requirements

Course activities/assessments

Discussion Questions

Each week you are required to submit one discussion question in Blackboard PER MODULE (worth up to 8 points total per week) by creating a thread in the discussion forum for that module. So each week you will submit a total of 3 discussion questions. The forums are linked in each learning module or can be accessed from the Discussion Board link in the left navigation of Blackboard. Make sure to use this format for the name of your Forum: “Module 1 Question from Jane Doe” (use your name and adjust the number for each module). These questions should be based on the readings and/or lecture video presentations. You are expected to post your discussion questions by Wednesdays at 2:00pm.

You will be graded based on having posted acceptable questions. “Acceptable” means the question actually could invoke a “discussion” during class and that the answer is not a simple “fact.” The questions should be more than just one sentence and make it clear that you learned something from the readings or presentations. Often there are multiple questions embedded within one good “Discussion Question.”

Here’s an example of a good question: “Why does the bystander effect happen, meaning what is the reason that bystanders avoid being involved in emergencies? With good Samaritan laws in place, do you think people are more likely to help in emergency situations?”

Here's an example of a poor question: “What is the bystander effect?”

Discussion Comments

Discussion is a very important part of this class. You will be using discussion boards on Blackboard for every module of this course. The discussion forums are linked in each weekly module or can be accessed from the Discussion Board link in the left navigation of Blackboard. You must respond to 3 discussion questions per week that were submitted by other students – 1 response per chapter. Each of your responses is worth up to 4 points each (for a total of 12 points per week). You must post your comments by Friday at 4:00pm.

Please visit <http://www.albion.com/netiquette/corerules.htm> for appropriate Netiquette. These explanations offer a set of general guidelines for cyberspace behavior. It may not cover all different circumstances; however, it covers some basic principles that you may use.

Final Paper

Students will write a paper on one of the major topics of the textbook. This paper should incorporate outside references. Students must email me their possible topic for their paper by Friday of the first week of class to be approved by me. **The paper itself is due by Friday of the last week of class at 8 pm.** You will submit the paper through the Turnitin link in Week 5.

The general outline of the paper should be as follows:

1. Definition of the topic/problem
2. Prevalence of the problem
3. Research related to the topic or problem
4. Research related to an intervention/treatment for the problem

Goals of the paper:

1. Develop skills in using PsycINFO
2. Develop critical thinking skills
3. Apply research to new topics
4. Follow professional writing guidelines and instructions for this paper

Format of Paper:

- Use Microsoft Word
- SINGLE-SPACED AND DO NOT INCLUDE SEPARATE TITLE PAGE
- On the FIRST PAGE, include your name, date, title
- BETWEEN 2500-3000 WORDS IN LENGTH (this includes References)
- Use at least 5 scholarly SOURCES & list them under a References section
- (Note: the book for our course can be cited, but it does not count as 1 of the 5)
- 12-POINT, TIMES NEW ROMAN FONT with 1-INCH MARGINS
- NEVER USE PERSONAL descriptions of yourself
 - (e.g., “I”, “I think...”, “I believe...”, “me”, “we”, “our”, etc.)
 - (talk about yourself in the third person)
- DO NOT USE CONTRACTIONS (e.g., “can’t”) in the paper at all

How to Get Research Source Abstracts: You will need to use PsycINFO to search for articles. Here’s how to find PsycINFO (as of the time I wrote this syllabus):

1. Go the SIUE Library webpage (<http://www.siu.edu/lovejoy-library/>)
2. Click “Databases (A-Z)”
3. Then click “Search List on Online Databases”
4. Then click “A-Z List” (it’s in small red print toward the middle of the screen)
5. Scroll all the way down so you can click on “**PsycINFO**”
6. Before you search a term, under “Select a Field” click on “TI Title” (this makes for a more precise search, in my opinion)
7. Type in a search word (such as “aggression”) and then click the “Search” button

8. Click on a study's title so you can read the abstract
9. Read various abstracts and decide which studies you want to get
10. Go get the actual research studies (see next section)

Note: if those steps do not work, ask a librarian (or me) for help. I also suggest using Google Scholar as an alternative to Psycinfo, at scholar.google.com.

How to Get Actual Research Sources (Do This Long Before the Paper is Due): After you use PsycINFO to read the abstracts and choose which sources you would like to get. The abstract was just a brief, paragraph-long summary of the source, but it does not have enough information for you to write about the source in the paper. There are many ways to get your hands on a source:

1. On PsycINFO...after you read the abstract, you can click on “*Find Full Text*” to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click “*Linked Full Text*” and/or “*PDF Full Text*”. Then you can directly view the article from the internet.
3. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks – so I wouldn't recommend this).

Final Exam

The final exam will occur at noon Central Standard Time on Thursday of the last week of class.

The exam will consist of 75 items in multiple choice or true/false format. You will be given exactly 75 minutes to complete the exam, and the exam will automatically end at 1:15 pm on that day. If you are late logging on to take the exam, you will still only have until 1:15 pm to finish – so don't be late! Given the limited time you have to take the exam, you will likely not have any time to refer to materials or notes, so make sure to study beforehand. Make sure to ask Dr. Jewell if you have any questions about any aspect of the exam.

Submitting work

All work will be submitted online via Blackboard unless noted otherwise.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Policies and University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE’s academic policy and is prohibited.

The Psychology Department’s Policy on Plagiarism

“Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE’s Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.”

Turnitin

This course will utilize the Turnitin plagiarism detection software. A Turnitin link will be available anywhere written work is to be submitted in the course. [Find out more about using Turnitin.](#)

Grading and Grading Scale

Grading System

1. Discussion Questions (40 points)
2. Discussion Comments/Participation (60 points)
3. Paper (250 points)
4. Exam (150 points)

Final grades are as follows

- | | |
|--------------------------|-----|
| 450-500 points (90-100%) | = A |
| 400-449 points (80-89%) | = B |
| 350-399 points (70-79%) | = C |
| 300-349 points (60-69%) | = D |

Extra Credit

Note that in this class there will be no extra credit, so work hard throughout the semester to get the grade you want.

Grading rubric (for Discussion Questions and Comments)

| | ‘A’ work | ‘B’ work | ‘C’ work | ‘D’ work and below |
|-------------------|--|--|---|---|
| Content | Useful info that relates to the topic, is clearly written, & covers correct material | Good info with good writing | Somewhat confusing ideas that need clarification | Unclear content & confusing writing |
| Length | Each question or comment is many sentences, tackling many sub-questions. | One of the questions or comments is too brief. | Half of the questions or comments are too brief. | Most of the questions or comments are too brief. |
| Critical Thinking | Frequent <i>connections</i> with readings & other material in terms of <i>evidence</i> | F air amount of <i>connections</i> with readings & other course material | Occasional <i>connections</i> with readings & other course material | Rare <i>connections</i> with readings & other course material |

| | | | | |
|------------|--|--|---|--------------------------------|
| | | without much focus on evidence | | |
| Stylistics | Free from typos & other mistakes | Some typos or other mistake | Several typos or other mistakes | Lots of typos & other mistakes |
| Tone | The tone is positive <u>and</u> constructive | The tone is either positive <u>or</u> constructive | The tone is <u>neither</u> positive or constructive | The tone is offensive |

Grading criteria (for Final Paper)

1. Thoroughness. (75 points possible) (Summarizes current research and thinking on the topic).

75 points – Current research on the topic is well summarized and clearly presented.

65 points – The main findings on the topic are presented.

55 points – Some of the research presented is either too broad or lacking detail, tangential, or is missing some important aspect of the problem.

45 points – Most of research is either too broad or lacking detail, tangential, or is missing some important aspect of the problem.

35 points – Research cited is not relevant to problem.

0-35 points – No research is cited.

2. Depth of analysis. (75 points possible) (Author integrates studies findings and thinking on the topic, presents the relevance of this research on the problem as it currently exists, and discusses future directions and possible social policy).

75 points – Excellent integration of research, discusses current public policy, explores the interaction of development and context on the problem.

65 points – Some integration of research findings, discussion of individual development and context are somewhat cursory.

55 points – Some integration of research, little or no discussion regarding the effects of context and development.

45 points – Little critical thinking regarding the research and thinking in the field. No analysis of major points listed, no mention of individual's development and context.

35 points – Simple summary of several studies with no critical thinking or integration.

0-35 points – Author merely lists stats or findings without any comment. Arguments or details in the paper are superficial.

3. Relevance of references. (20 points possible)

20 points – The main researchers in the area are cited.

15 points – Some citations may be too specific or slightly tangential.

10 points - Research cited is not relevant to problem.

0 points - No research is cited.

4. Clarity (60 points possible)

60 points – Excellent organization with smooth flow from one idea to the next. Unity is evident, with little wandering from the main theme.

50 points – Fairly well organized, although there may be minimal digression.

40 points – Little organization, with weak plan that is not unified.

30-0 points – Lack of plan, may be incoherent.

5. Grammar and Spelling (20 points possible)

20 points – Grammar and spelling is virtually without error.

10 points – Some grammatical and spelling errors, may slightly impede fluency.

0 points – Many grammatical and spelling errors that impede fluency.

Use of Quotes

Final papers may not contain more than 3 quotes for the entire paper. Each quote can be no longer than 12 words. Violations of this policy will incur a 10 point penalty for each additional quote over 3 and each additional word over 12.

Late or Missed Assignments

Because this class occurs over such a shortened time period, **I will give a 24 hour grace period for late papers.** If any part of the assignment is turned in after the grace period, the grade for the entire assignment will **drop by an additional 15% each** day until the completed assignment is turned in. Also, for each student, I will forgive one instance of late Questions or Comment posting to the online discussion component of the course (as long as it is done within 24 hours of the due date and time). Late work related to the Discussion board will also drop by an additional 15% each day.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hyflex, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

[Sample: According to [OSCQR Standard #14](#), the course should include links to privacy policies for technology tools to let students know what data may be collected and if their data is secure. If you are using Blackboard, keep the privacy statement below. Add links to privacy statements for any other technology tools you are using in the course.]

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

If additional time is granted by ACCESS for the final exam, students must notify the instructor at least 48 hours PRIOR to the final exam.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Course Schedule:

| Week | Chapters and Topics Covered | Assignments and Due Dates |
|---------------|--|--|
| Week 1 | Chapters 1-4: <ul style="list-style-type: none"> • Module 1: Intro to Criminal Behavior • Module 2: Origins of Criminal Behavior: Biological Factors • Module 3: Origins of Criminal Behavior: Learning and Situational Factors | Module 1, 2, 3 Discussion Questions (due by Wed of week 1 at 2 pm CST) Module 1, 2, 3 Comments (due by Fri of week 1 at 4pm CST) |
| Week 2 | Chapters 5-7: <ul style="list-style-type: none"> • Module 4: Human Aggression and Violence • Module 5: Juvenile Delinquency • Module 6: Psychopathy | Module 4, 5, 6 Discussion Questions (due by Wed of week 2 at 2 pm CST) Module 4, 5, 6 Comments (due by Fri of week 2 at 4pm CST) |
| Week 3 | Chapters 8-10 <ul style="list-style-type: none"> • Module 7: Crime and Mental Disorders • Module 8: Homicide, Assault, Intimate Partner, and Family Violence • Module 9: Multiple Murder, School and Workplace Violence | Module 7, 8, 9 Discussion Questions (due by Wed of week 3 at 2 pm CST) Module 7, 8, 9 Comments (due by Fri of week 3 at 4pm CST) |
| Week 4 | Chapters 11-13 <ul style="list-style-type: none"> • Module 10: Modern Terrorism • Module 11: Sexual Assault • Module 12: Sexual Abuse of Youth | Module 10, 11, 12 Discussion Questions (due by Wed of week 4 at 2 pm CST) Module 10, 11, 12 Comments (due by Fri of week 4 at 4pm CST) |
| Week 5 | Chapters 14-16 <ul style="list-style-type: none"> • Module 13: Burglary and White Collar Offenses • Module 14: Violent Economic Crime, Cybercrime, and Crimes of Intimidation • Module 15: Substance Abuse and Crime | Module 13, 14, 15 Discussion Questions (due by Wed of week 5 at 2 pm CST) Module 13, 14, 15 Comments (due by Fr of week 5 at 4pm CST) Final Exam open <u>Thursday</u> of week 5 from noon until 1:15 pm CST Final Paper due Friday of week 5 by 8pm CST |