I. COURSE INFORMATION
CCJ 2618: Criminal Psychology
   3 credit hours
Prerequisites: Composition I

II. COURSE METHOD
This course is designed as an online course and therefore there are no on-campus meeting dates required. To access the course on the first day of class, log in at http://online.fkcc.edu. Your user name is your first name and last name separated by a period and your password is the last four digits of your social security number. If you have difficulty in logging in to the course or you do not see the course listed, contact the Office of Distance Learning helpline at 305-809-3177 for assistance.

   Synchronous Chat – due to the sensitive nature of this course, the option for a synchronous chat will be discussed in week 1 and can be implemented at anytime.

   Announcements - Weekly Announcements from your instructor will be posted on the announcements page. To access click on "Announcements" under Course Tools.

   Classroom Email- All classroom email between students and faculty members should occur within the internal D2L email system. To access click on "Mail" under Course Tools.

III. INSTRUCTOR INFORMATION
Instructor: Amy Ray
Email: Amy.Ray@fkcc.edu
Office Hours: by appointment only
Phone: (858)829-7110 – cell
       (727)400-6029 - home

IV. DESCRIPTION
This course is an examination of psychology of human behavior as it relates to crime. The student will be introduced to psychopathology, the sexually violent offender, and serial murder. The student will also examine violent juvenile offenders and the process of psychological conditioning which allows them to commit violent criminal acts.

V. COLLEGE-LEVEL COMPETENCIES
Florida Keys Community College graduates who complete the core curriculum possess the knowledge, skills and values associated with college-educated individuals. Our graduates demonstrate mastery of competencies integrated within the academic disciplines, such as the ability to effectively communicate, seek creative solutions to problems, exhibit cultural awareness, and command basic technological skills.
1. **Communication:** Comprehend and articulate effectively – written and oral communication

2. **Critical thinking:** Demonstrate mastery of problem-solving skills in the discipline

3. **Diversity:** Interpret and evaluate societal and ethical issues, problems and values

4. **Technology:** Utilize technology effectively

**VI. COURSE CALENDAR**

1. The Course Calendar lists the learning activities and assessment measures that comprise this course on a weekly basis. These activities and assessments are directly related to learning outcomes that support the overall course objectives. There are a total of 1000 points that can be achieved during this 15-week course. Students are able to gauge their performance according to this grading scale throughout the duration of the course. The “Student Assessment” column lists all of the assignments required by this course and their due dates. I strongly recommend you print this out and refer to it often.

2. **Students are responsible for following the course calendar.** Consult your calendar before you start a new chapter or section. (Note: Some sections may not be covered in the same order as in the text). If you ever have a question that begins with “When is ___”, the answer is probably already published in this Course Calendar. Looking here first will probably get you a quick answer to your question.

<table>
<thead>
<tr>
<th>Module/week</th>
<th>learning outcomes</th>
<th>learning activities</th>
<th>student assessments</th>
<th>points</th>
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<tbody>
<tr>
<td><strong>Competencies</strong></td>
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**Week 1:**  
8/21-8/27

**Objective:**  
To understand the lure and laws of homicide.

1, 3

<p>| | 1. Describe America’s fascination with murder. | 1. Read chapter 1. | 1. Begin preliminary research on potential presentations. | 20 points |
| | 2. Understand manslaughter vs. murder. | 2. Lecture on biological/psychological explanations of antisocial behavior. | 2. Lecture questionnaire | |
| | 3. Identify the defenses to homicide. | | Due: 8/27 11:59pm EST | |</p>
<table>
<thead>
<tr>
<th>Week 2: 8/28-9/3</th>
<th>1. Define and explain the differences between strain and deviance.</th>
<th>1. Read chapter 2.</th>
<th>1. Submit decisions on presentations for the semester.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: To clearly define and identify the 5 distinct theories of antisocial behavior.</td>
<td>2. Define and explain the differences between biological and psychological origins of criminal behavior.</td>
<td>2. Lecture on social explanations of antisocial behavior and victimology.</td>
<td>2. Lecture questionnaire</td>
<td>20 points</td>
</tr>
<tr>
<td></td>
<td>3. Define and explain the social theory of criminal behavior.</td>
<td>3. Review links on constructing excellent presentations, the balance of graphics vs texts.</td>
<td>Due: 9/3 11:59pm EST</td>
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<td></td>
<td>4. Review grading rubric.</td>
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<tr>
<th>Week 3: 9/4-9/10</th>
<th>1. Define victimology.</th>
<th>1. Read chapter 3.</th>
<th>1. Questions regarding presentations.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: To understand basic victimology.</td>
<td>2. To accurately interpret tables, statistics and graphs to understand the role of gender, age and geography in victimology.</td>
<td>2. Presentation example on Jack the Ripper.</td>
<td>2. Presentation questionnaire</td>
<td>20 points</td>
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<td>3. Lecture on profiling.</td>
<td>Due: 9/10 11:59pm EST</td>
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<tr>
<th>Week 4: 9/11-9/17</th>
<th>1. To list the reasons for family/intimate homicide.</th>
<th>1. Read chapter 4.</th>
<th>1. Evaluation form on presentation.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: To identify the reasons and types of family/intimate homicide.</td>
<td>2. To give recent of infamous examples of infanticide, killing for “love”, murder-suicide, and motherhood by proxy.</td>
<td>2. Student presentations x2 on: family/intimate murder.</td>
<td>2. Presentations by 2 students.</td>
<td>250 points</td>
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<tr>
<td></td>
<td></td>
<td>Due: 9/17 11:59pm EST</td>
<td>Due: 9/17 11:59pm EST</td>
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<table>
<thead>
<tr>
<th>Week 5: 9/18-9/24</th>
<th>1. Use statistics, graphs and charts to analyze this historical impact of youth homicide.</th>
<th>1. Read chapter 5.</th>
<th>1. Evaluation form on presentation.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective:</td>
<td></td>
<td>2. Student presentations x2 on: gang killings.</td>
<td>2. Presentations by 2 students.</td>
<td>250 points</td>
</tr>
<tr>
<td>Week 6: 9/25-10/1</td>
<td>Objective: To understand the trends in recent school shootings. 1, 2</td>
<td>1. Define and give recent or infamous examples of copycat killings 2. Describe how schools have responded to school shootings.</td>
<td>1. Read chapter 6. 2. Student presentations x2 on: school shootings.</td>
<td>Due: 9/24 11:59pm EST</td>
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<tr>
<td>Week 7: 10/2-10/8</td>
<td>Objective: To understand the characteristics and profile of a serial killer. 1, 3</td>
<td>1. Describe the characteristics of a serial killer. 2. To define the psychopathic triad (childhood origins) and the murdering mind.</td>
<td>1. Read chapter 7. 2. Student presentations x2 on: serial killers.</td>
<td>Due: 10/1 11:59pm EST</td>
</tr>
<tr>
<td>Week 8: 10/9-10/15</td>
<td>Objective: To identify motives for medical murder. 1, 4</td>
<td>1. Define medical murder. 2. Explain the difficulties in counting “medical murder”. 3. Define Munchausen by-proxy.</td>
<td>1. Read chapter 8. 2. Student presentations x2 on: medical murder.</td>
<td>Due: 10/15 11:59pm EST</td>
</tr>
<tr>
<td>Week 9: 10/16-10/22</td>
<td>1. Explain rampage killings in terms of frustration and losses. 2. Describe the</td>
<td>1. Read chapter 9. 2. Student presentations x2 on:</td>
<td>1. Evaluation form on presentation. 2. Presentations by 2 students.</td>
<td>Due: 10/8 11:59pm EST</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>workplace avenger.</td>
<td>rampage/mass killings.</td>
<td>students.</td>
<td><strong>Due:</strong> 10/22 11:59pm EST</td>
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<tr>
<td><strong>Week 10:</strong></td>
<td>1. Describe the types of hate homicide.</td>
<td>1. Read chapter 10.</td>
<td>1. Evaluation form on presentation.</td>
<td>20 points</td>
</tr>
<tr>
<td>10/23-10/29</td>
<td>2. List examples of organized hate groups.</td>
<td>2. Student presentations x2 on: hate homicides.</td>
<td>2. Presentations by 2 students.</td>
<td><strong>Due:</strong> 10/29 11:59pm EST</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>1. Define and provide examples of domestic, international, political and single-issue terrorists.</td>
<td>1. Read chapter 11.</td>
<td>1. Evaluation form on presentation.</td>
<td>20 points</td>
</tr>
<tr>
<td>To explain the determinates of a hate homicide.</td>
<td>2. To describe the impact of murderous terror.</td>
<td>2. Student presentations x2 on: terrorists.</td>
<td>2. Presentations by 2 students.</td>
<td><strong>Due:</strong> 11/5 11:59pm EST</td>
</tr>
<tr>
<td>1, 3</td>
<td>1. Describe the characteristics of cult leaders and their followers.</td>
<td>1. Read chapter 12.</td>
<td>1. Evaluation form on presentation.</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Week 12:</strong></td>
<td>2. List the needs fulfilled by cults.</td>
<td>2. Student presentations x2 on: cult killings.</td>
<td>2. Presentations by 2 students.</td>
<td><strong>Due:</strong> 11/12 11:59pm EST</td>
</tr>
<tr>
<td>11/6-11/12</td>
<td>1. Explain the bounds of forensics: what can it provide, what are its limitations?</td>
<td>1. Read chapter 13</td>
<td>1. Evaluation form on presentation.</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Objective:</strong></td>
<td>2. Describe the bounds of catching killers.</td>
<td>2. Student presentations x2 on: catching killers.</td>
<td>2. Presentations by 2 students.</td>
<td><strong>Due:</strong> 11/12 11:59pm EST</td>
</tr>
<tr>
<td>To understand the appeal of cults.</td>
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</table>
available and employed for investigators to “catch” killers.

1, 3

profiling: what can it provide, what are its limitations?

3. Describe how the media can be used to the investigator’s advantage.

<table>
<thead>
<tr>
<th>Week 14:</th>
<th>11/27-12/3</th>
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<tbody>
<tr>
<td>Objective:</td>
<td>To describe the various legal defenses for murder.</td>
</tr>
<tr>
<td>1, 2</td>
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</tbody>
</table>

1. Define when and how the insanity defense can be used.

2. Describe how juveniles are tried/treated differently.

3. Determine when capital punishment can be utilized.

1. Read chapter 14.

2. Student presentations x2 on: murder defenses.

1. Evaluation form on presentation.

2. Presentations by 2 students.

**Due:** 12/3 11:59pm EST

1. Evaluation form on presentation.

2. Presentations by 2 students.

**Due:** 12/3 11:59pm EST

<table>
<thead>
<tr>
<th>Week 15:</th>
<th>12/4-12/10</th>
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<tbody>
<tr>
<td>Objective:</td>
<td>Apply acquired knowledge of theories to one serial killer.</td>
</tr>
<tr>
<td>1, 2</td>
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</table>

1. From the video: identify the type of homicide, the characteristics of the offender and the theories of why the individual became a killer.

1. Watch video prior to taking final exam.

2. Take final exam.

1. Final exam

2. Summative discussion

**Due:** 12/10 11:59pm EST

**VII. Materials**

Required Textbook: The Will to Kill: Making Sense of Senseless Murder (3rd Edition)

Publisher: Pearson Education

ISBN- 0-205-51671-8

**VIII. Grading Scale (This is Standard Through Out the College)**

The following grade scale will apply to this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 % or above</td>
<td>900-1000 points</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89 %</td>
<td>800-899 points</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79 %</td>
<td>700-799 points</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69 %</td>
<td>600-699 points</td>
</tr>
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</table>
IX. Class Policies
Communications
All class communications should be conducted via D2L. The online format of this class puts a premium on communications. The prime responsibility for timely communications rests with you - the student. We will use the following methods:

ANNOUNCEMENTS: There will often be important information published to the class via Class Announcements/News, such as changes in due dates, exam information, instructions etc. You are responsible for all information published here. I will publish news/announcements and email the same information weekly so as to remind everyone of what is due that week. However, this information is also available in your syllabus under the course calendar. More information and instructions will be given via the announcements and emails.

DISCUSSION FORUMS: Each week under the discussion tab, there will be a question to which you are to post one response during each week for each discussion prompt. When posting a discussion, make sure that you click on the “respond” button immediately after the question. You are to make appropriate comments; for maximum points you are also to respond to at least one other student’s response that week. You should also check to see who has responded to your comments and respond to this person if it is appropriate to do so. These responses are also to be thought revealing – they are more than “I agree” or “I disagree.” Discussions are to be approximately 150 words in length (maximally double spaced, 12 point font). You are expected to provide quality insight citing and documenting your references, in order to demonstrate an understanding of the weekly topic and provide original thought in the posts. Cutting and pasting from the text, websites, or providing a response with limited substance will receive a significantly reduced grade. As with all activities in this class, quality counts and your postings need to add value to the discussion. Weekly postings are worth 20 points.

Occasionally, time-sensitive announcements will be posted on Discussion Boards. You should logon to D2L 3-4 times each week to check for time-sensitive messages. Before you post a question, look through the Discussion Board. That same question may have already been asked and answered.

D2L EMAIL: The email utility within D2L should be used for personal items that are not appropriate to share with the entire class.

I normally check FKCC emails once per day. If I have not replied to your message after 24 hours and you have an urgent need, please call me on my cell (number on page 1). I will be available for assistance before and after scheduled chat times or by appointment.

D2L EMAIL: The email utility within D2L should be used for personal items that are not appropriate to share with the entire class.

What you can expect from me:
I normally log into D2L and check for messages at least once per day, including Saturdays and holidays. If you have an urgent message for me, do not post the same message both on a Discussion Forum and in an email. Doing both will waste your time and will not result in my getting the message any faster. If I expect to be out of contact for more than a couple of days, I will inform the class.
Important Note: If I have not responded to your email or voicemail message by the end of the day after you left the message, you should assume that I did not receive it and leave another message or call.

Class Contract

1. The Class Contract assignment is my method of ensuring you know what you should expect from me, and what I expect from you. By returning the Class Contract to me, you are acknowledging that you:
   a. Understand the policies detailed in this Syllabus.
   b. Understand the expectations and due dates listed in the Course Calendar and Assessment Measures.
   c. Understand that you will be held accountable to the standards published in this document.
   d. The Class Contract must be submitted via the dropbox by the date published in the Course Calendar and Assessment Measures.

___________________________________________________________________________

Student signature  

Logging Off From D2L

In order to better serve our faculty and students, all D2L users should use the logoff button when completing online course work. By logging off instead of just closing your internet browser window, D2L server space is freed and system performance is optimized. In addition, logging off will more accurately record each students' time logged into the online course.

Late Work

1. Any assignment not submitted by the date and time specified in the Schedule of Assignments is considered late, unless you have contacted me and I have approved an extension in advance.
2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due.
3. Late assignments (other than class participation) will be assessed a late penalty equal to 50% of the total point value of the assignment. The penalty will be based on the date that the assignment is actually submitted.
4. The above policy does not apply to the final exam, nor any other assignment that may be due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.
5. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics.
6. Internet connection problems are not an acceptable excuse for late work. You should have a plan in place for internet access in case your primary method is unavailable. I strongly recommend submitting assignments at least one full day early to allow time to recover from technical problems.

7. If you are unable to access the online classroom due to a College server outage on the date that an assignment is due, the following guidelines apply. If I have not heard from you before the deadline I will not waive the late penalty described above.
   a. Send me an internet email before the assignment is due and attach the assignment to the email if applicable.
   b. If you don’t have access to the internet, leave a message at the phone number listed at the top of the Syllabus.
   c. If there is a problem with the D2L server that prevents completing an exam or quiz, I will make a reasonable accommodation and publish the information in the online classroom as soon as I am able to log on myself.

8. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

Presentations
There will be two presentations done by each student through the course of the semester (each worth 250 points). Presentations in an online class will be done through audio recorded power point presentations (details on the technological instructions and any questions will be addressed as we approach this point in the course calendar). This is the largest allotment of points for the course; therefore the course is very focused on the development of presentation skills. The approved topic list will follow. There will be an example presentation done by the instructor during week 3 after the first two lectures on concepts. There will be several topics for each week of the term beginning week 4 continuing through week 14. The goal is to have two student presentations per week for the aforementioned weeks (week 4-14). It is your responsibility to watch/listen to the presentation prior to the discussion. That is to say the presentations will be due by the Saturday preceding the week that it covers, if you are presenting a topic from week 4 which begins on Sunday 9/11, your presentation would be due to the drop box by Saturday 9/10 (the end of week 3) so that I can view it, approve it and post it for your classmate’s to view and discuss in the upcoming week. Late presentations will have drastic implications for the overall flow and timeliness of this course and will be penalized in accordance with the policy below.

For each student, in addition to doing two presentations, will be doing a presentation evaluation each week which will serve as 1) attendance points and 2) feedback for peer presenters to enhance their presentation skills (worth 300 points). Your evaluation forms are to be posted to the discussion tab prior to the next week. Topics will be selected during weeks 2 and 3. Presenters who are brave enough to go early in the schedule will be graded more liberally. Those who go later in the term will be graded more stringently due to the learning curve associated with watching many others’ presentations.

Presentation Topics
If student requests a topic that is not on the list, it needs to be cleared through the instructor for approval.

Week 4 (FAMILY/INTIMATE):
   Jeffrey McDonald/Green Beret kills family
Andrea Yates/Texas mother drowns kids in tub
Susan Smith/SC mother drowns kids in car
Sarah Brady (victim) & Kate Smith (suspect)/C-section killings
‘03/’04 babies found dead in dumpster in Key West (still unsolved)
Lyle & Erik Menendez/kids killing parents

Week 5 (GANG/YOUTH):
MS-13
Juan Carlos Rivera (victim) & Andy Rodriguez (suspect)/Coral Gables, FL stabbing 9/09

Week 6 (SCHOOL SHOOTING):
Columbine
VA Tech
German school shootings 2009
China school shootings (see TIME article 4/30/10)
How school shootings have changed tactics: active shooter/EMS response

Week 7 (SERIAL):
Green River killer
Son of Sam/Sam Berkowitz
John Wayne Gacy
Aileen Wournos
Jeffrey Dahmer
Ted Bundy
Ted Kaczinsky
Bianchi/Hillside Strangler
DeSalvo/Boston Strangler

Week 8 (MEDICAL):
Jack Kevorkian
Munchausen by Proxy/Marybeth Tinning
Angel of Death phenomenon/nurses killing patients

Week 9 (RAMPAGE):
James Huberty/McDonald’s Southern CA
Postal Mass Shootings beginning in 1983
Roadrage cases/CA 2009
Abortion doctor & bombings/George Tiller
Nidal Hasan/Army psychiatrist/Ft. Hood shootings
Jared Loughner/Gabrielle Gifford shooting

Week 10 (HATE):
Matthew Shepherd/Wyoming
Grisham case/”The Chamber”
KKK

Week 11 (TERRORISM):
OK City/McVeigh
MI militia
TWA flight 847/Lebanon
9/11
Embassy bombings
Neo Luddites (anti-technology)
ELF
Norway shooting/bombing - Anders Behring Breivik
Week 12 (CULT):
- Jonestown
- Waco
- Manson
- Halle Bopp

Week 13 (CATCHING KILLERS):
- DC Snipers
- Profiling
  *another serial killer’s case, not covered in week 7

Week 14 (DEFENSES):
- PMS defense
- Post partum depression defense
- Twinkie defense
- Red Bull defense

Class Participation
Class participation is defined as attending the weekly chats/discussions and participating in the presentation evaluation forms. If your final average is on the borderline between two letter grades, active participation will work to your advantage as I decide which of the two letter grades you have earned.

Exams
There will be a final exam. This is the only exam as the majority of the class is based upon your presentation grades and attendance grades. The final exam will be during the last week of class. It will consist of a video, after the video there will be an essay that will call upon your knowledge of philosophies of criminal behavior and the different types of homicide discussed throughout the term (worth 200 points).

Late Work
1. Any assignment not submitted by the date and time specified in the Schedule of Assignments is considered late, unless you have contacted me and I have approved an extension in advance.

2. Assignments (other than class participation) will be accepted up to 7 days late unless you have contacted me and we have mutually agreed on an alternate submission date before day that the assignment is due.

3. Late assignments (other than class participation) will be assessed a late penalty equal to 50% of the total point value of the assignment. The penalty will be based on the date that the assignment is actually submitted.

4. The above policy does not apply to the final exam, nor any other assignment that may be due during the Final Exam period. No assignments due during the last week of classes will be accepted late to allow me to submit the course grades to the college on time.

5. Class participation will not be accepted late unless you have contacted me and we have mutually agreed on an alternate submission date in advance. Posting class participation messages late will add little to the class discussion of those topics.
6. If you are out of contact and miss a deadline due to an extenuating circumstance, I expect you to contact me as soon as possible to discuss the situation. No exceptions will be made to the above policies unless you can provide documentation of the situation that I consider adequate.

Withdrawal Policy

1. Students may withdraw without academic penalty from any course by the established deadline published in the College’s calendar. This will result in a grade of ‘W’ for the course and will not count against the student’s GPA.

2. Students will be permitted a maximum of two withdrawals per course. Upon the third attempt, the student WILL NOT be permitted to withdraw in accordance with State of Florida regulations and will receive an earned grade for that course.

3. It is the responsibility of the student wishing to withdraw from the course to do so by the date published in the College Academic Calendar.

4. Students who abandon the course or do not withdraw themselves by the published deadline are subject to receiving a grade of F.

Preparation for Class & Exams

1. I recommend the following general process for studying each chapter:
   a. Read each chapter once to get an idea of its contents.
   b. Read the chapter carefully, ensuring you understand each concept.
   c. Be sure to bring up any questions during discussions/chat.

2. There is only one exam for this class, the final, which will be in essay format (worth 200 points). On the day of the last class meeting, there will not be any presentation. There will be a short documentary film related to the entire content of the class of which you will have to apply certain concepts from the run of the course to synthesize a cohesive essay.

Extra Credit Work

1. In general, I do not permit students to complete extra credit assignments to improve their grade. To earn the grade you desire, work hard all semester.

How Much Study Time You Should Expect To Devote To This Course

1. Most educators recommend that students spend 1-2 hours outside of class studying and completing assignments for every hour spent in class. For a typical 3 credit hour class, this translates into a total of 6-9 hours every week per course.

2. This is a guideline. Some classes will require more time and effort than this guideline and some will require less, and the time any individual student will need to spend will vary. You should expect that the study time needed in any class will be toward the high side of the guideline until at least after your first presentation. Then you can compare the effort you expended with the results you earned and make any adjustments necessary.
3. This class covers a lot of material, and like most social science courses there are some concepts that may be difficult to grasp. Experience has shown that students who are successful in this class generally have study time totals on the higher of the scale.

4. Few students do well in this course if they are spending fewer than 5 or 6 hours studying every week. If you do not have a strong background in this subject, you study time will almost certainly need to be on the higher end of the scale if you want to earn a good grade.

**Academic Honesty & Plagiarism**

1. Students are expected to respect and uphold the standards of honesty in submitting written work to instructors. Though occurring in many forms, plagiarism in essence involves the presentation of another person’s work as if it were the work of the presenter. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense. It is the student’s responsibility to review the College’s policy on Academic Honesty.

2. Collaboration and discussion is encouraged in all course aspects other than actually completing the assigned work (quizzes, exams, homework, projects, etc). Indeed, collaboration often leads to increased understanding of the material being covered. If you have questions about an assignment, I encourage you to speak up and ask questions about it.

3. It should, but will not, go without saying that plagiarism is a form of fraud and will not be tolerated. **You are expected to do your own work.** Copying text or images from any source and claiming it as your own is considered plagiarism. Submitting copied text as most or all of your answer on a homework or project is also a form of dishonesty, even if you cite the source. **I want to read YOUR words, not someone else’s words.** Using quoted text to support your answer will not usually be necessary in this class.

4. If I catch you in any form of academic dishonesty, you will receive a grade of zero for that assignment. If I catch you a second time, you will earn a failing grade for this class and be reported to the College.

**Attendance Policy**

1. I will monitor student attendance via participation in educational activities on a weekly basis. Students are required to participate in their online course each week as verified by activity within the D2L Learning Management System.

2. There will be at least one assignment in this course that is due every week of the semester, unless the College is officially closed for the entire week. These may include discussion forum posts for class participation, exams and quizzes, homework, projects, or a combination of these. I will take attendance each week based on your submission of the assignments that are due that week, so it is important that you submit every assignment on time. If you submit all of the week’s assignments late, you will be marked as absent from class for that week. If at least one assignment is submitted on time each week, you will be marked as present.

3. Simply logging into the online classroom without submitting any of the assignments due is not sufficient to count for attendance purposes.

4. Students who do not regularly participate in class by submitting the assignments that are due each week, or are considered absent for more than two weeks during the semester, are subject to administrative withdrawal at any time without notice.
Delays in Getting The Textbook

Having regular access to the textbook is a requirement for this class. Whenever possible students should have the text in hand before the first day of class each semester, but there will be times that students are unable to get the text until after the class begins. If you are in this situation, follow the guidelines below. These guidelines are intended to be general enough to apply to all classes you take, and they may not all apply to this class. Not having the text is not an acceptable excuse for doing no work at all in this class.

1. During the first week of the semester, complete all of the administrative items. This includes printing the Syllabus and the Course Calendar and Assessment Measures, posting an introduction to the class, and returning the Class Contract. The text is not needed for any of these tasks.

2. Print out the course calendar prepared for this class. This will give you a good idea what topics are covered in each chapter. You should do some internet or library research on some of these topics to minimize how far you get behind. This research should also help you learn enough to participate in the class discussions.

3. Use any resources that are available in the online classroom. This includes links to web sites, review activities, handouts, PowerPoint slide shows, and anything else that may be available.

4. Reading all messages posted in the discussion forums may be the best way to keep up until you have the book in hand.

5. Look at the publisher’s web site for the text. Most publisher text sites have student resources that can help you, and many of these are available even if you do not have the text. As a minimum, the web sites usually have a Table of Contents, which can also help you get an idea what topics we will cover.

6. Please let me know if you don’t have the text by the end of the first week of class. I will not be sympathetic if you wait until after the first week of the semester to tell me you don’t have the text. The above guidelines will probably not be enough to replace the text entirely, but they will allow you to learn enough to participate in the discussion forums each week. This participation is critical to your grade and also for attendance purposes.

Sources of Technical Assistance

If you are having any technical difficulties (e.g., logging in, accessing the discussion board, etc.) please contact the Office of Distance Learning helpline at 305-809-3177 Monday—Friday 8:00AM to 4:00PM or email your question to FKCC.helpdesk@online.fkcc.edu.

Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office for Students with Disabilities at 305-809-3504 via email at: joanne.dinkel@fkcc.edu or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.
**Community Decorum**

A positive learning experience depends upon respect among all members of this classroom community. Disregard or disrespect for the process, the group or toward any individual will result in removal from the class and may result in you being dropped from the course. Respectful discourse in classroom and email areas is expected.

**Sexual Predators**

Federal and State law requires a person designated as a “sexual predator or offender” to register with the Florida Department of Law Enforcement (FDLE). The FDLE then is required to notify the local law enforcement agency where the registrant resides, attends or is employed by an institution of higher learning. Information regarding sexual predators or offenders attending or employed by an institution of higher learning may be obtained from the local law enforcement agency with jurisdiction for the particular campus, by calling the FDLE hotline (1-888-FL-PREDATOR) or (1-888-357-7332), or by visiting the FDLE website at [www.fdle.state.fl.us/sexual_predators](http://www.fdle.state.fl.us/sexual_predators). If there are questions or concerns regarding personal safety, please contact the Campus Security Officer on your campus.

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