



## Syllabus

**COURSE NUMBER/TITLE:** PS 265 Criminal Profiling

**YEAR:** Fall 2012

**DEPARTMENT:** SOCIAL SCIENCE

**CREDIT HOURS:** 3 Hours

**REQUIRED TEXT:** Turvey, Brent, *Criminal Profiling: An Introduction to Behavioral Evidence Analysis*, 4th Edition.

**DAYS/TIMES:** M-W  
12:15pm – 1:30pm

**INSTRUCTOR:** Dr. Michael Thompson

**ROOM NUMBER:** BMC 710

**OFFICE HOURS:** Posted and by appointment.

**OFFICE** Ph: 785.460.5530  
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**COURSE PLACEMENT:** FRESHMAN/SOPHOMORE

**PREREQUISITE:** None

### RATIONALE

This course offers elective credit in Behavioral Science and Criminal Justice.

### COURSE DESCRIPTION

This is an advanced course in learning the techniques of socio-psychological (behavioral) and geographic profiling to establish leads and detect patterns in unsolved cases and/or classify and predict the behavior patterns of repeat offenders, particularly serial murderers, arsonists, rapists, and child molesters. Topics include case management, database development, typology validation, motive and pattern analysis, personality assessment, forensic demography, principles of geocoding, statistical prediction, and the ethics of provocation, interview and interrogation strategies. Four case studies are analyzed in detail. There are a few pictures (of a graphic nature), the occasional guest speaker, and students are expected to demonstrate a theoretical as well as practical understanding in assignments involving writing, role-playing, simulation, and scenarios.

### COURSE OUTLINE

<b>MODULES</b>	<b>TOPICS</b>	<b>LESSONS</b>	<b>ACTIVITIES</b>
Pre-Class 1	ORIENTATION	Course Overview “What is Sociology and Why should I care?”	<b>Review:</b> Class Website <b>Reflect:</b> Terminology
Pre-Class 2	INTRODUCTION TO CRITICAL THINKING and WRITING in the SOCIAL SCIENCES	Critical Thinking Defined Rules of Critical Thinking Rules of Critical Writing Critical Reading	<b>Read:</b> Critical Thinking Handbook <b>Review:</b> PowerPoint <b>Reflect:</b> Critical Thinking

MODULE 1	OVERVIEW OF CRIMINAL PROFILING	<p>A History of Criminal Profiling</p> <p>Criminal Profiling, the Scientific Method, and Logic</p> <p>Nomothetic Methods of Criminal Profiling</p> <p>Forensic Psychology, Forensic Psychiatry and Criminal Profiling</p> <p>Behavioral Evidence Analysis: Ideo-Deductive Method of Criminal Profiling</p>	<p><b>Reflect:</b> <i>Inferring the traits of individuals responsible for committing criminal acts has commonly been referred to as criminal profiling. Criminal profiling has a legal history that can be traced back to the blood libeling of Jews in Rome, 38 CE.</i>  <b>Read:</b> Chapter 1 –  <b>Review:</b> PowerPoint</p> <p><b>Reflect:</b> <i>Criminal profilers need to understand how valid inferences are made. Valid inferences require the use of the scientific method, an applied understanding of the science of logic, and knowing how to know when you are wrong. It also requires some understanding of bias.</i>  <b>Read:</b> Chapter 2  <b>Review:</b> PowerPoint</p> <p><b>Reflect:</b> The vast majority of criminal profiling methodology is concerned primarily with, or based primarily on, nomothetic study. Consequently, much of the research that exists is inappropriate for rendering conclusions about individual cases.  <b>Read:</b> Chapter 3  <b>Review:</b> PowerPoint</p> <p><b>Reflect:</b> Forensic psychologists and psychiatrists, with their knowledge of human behavior, can add a unique perspective to ongoing investigations in the form of offender profiling.  <b>Read:</b> Chapter 4  <b>Review:</b> PowerPoint</p> <p><b>Reflect:</b> Profilers use both nomothetic and ideographic information to render the conclusions in their profiles. The trick is using nomothetic information in theory generation, and not presenting it as a firm or deductive conclusion.  <b>Read:</b> Chapter 5  <b>Review:</b> PowerPoint</p>
Module 1	Assessment	Quiz 1, Mind Map 1	Due
Module 2	SCENE ANALYSIS	Crime Scene Analysis	<b>Reflect:</b> <i>CSA provides a</i>

		<p><b>Crime Reconstruction</b></p> <p><b>Crime Scene Characteristics</b></p> <p><b>Crime Scene Motives</b></p>	<p><i>language for categorizing, explaining, and comparing victim and offender behavior that was made by available reconstruction interpretations.</i></p> <p><b>Read: Chapter 6</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Crime reconstruction requires the ability to put together a puzzle using pieces of unknown dimensions without a guiding picture.</i></p> <p><b>Read: Chapter 11</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Crime scene characteristics provides descriptive behavior that classifies offender actions and choices during their crime-related activity.</i></p> <p><b>Read: Chapter 12</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Crime scene motives are fixed in time, in relation to a particular event. They already exist and will not change.</i></p> <p><b>Read: Chapter 13</b> <b>Review: PowerPoint</b></p>
<b>Module 2</b>	<b>Assessment</b>	<b>Quiz 2, Mind Map 2, Profile 1</b>	<b>Due</b>
<b>MODULE 3</b>	<b>OFFENDER/VICTIM RELATIONSHIPS</b>	<p><b>Forensic Victimology</b></p> <p><b>Offender Characteristics</b></p>	<p><b>Reflect:</b> <i>The guiding principle for studying victims in investigative and forensic contexts is this: a comprehensive understanding of victims and their circumstances will allow for an accurate interpretation of the facts of a case, which will allow for an accurate interpretation of the nature of their harm or loss, and subsequently tell us about the offender.</i></p> <p><b>Read: Chapter 7</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>The BEA provides insight into criminal behavior to define or refine the suspect pool. But, it is not a tool suited for the task of individuating offenders.</i></p> <p><b>Read: Chapter 17</b> <b>Review: PowerPoint</b></p>

		<b>Case Linkage</b>	<p><b>Reflect:</b> <i>With respect to behavioral evidence, case linkage efforts have most typically hinged on two concepts: modus operandi (MO) and signature.</i></p> <p><b>Read: Chapter 14</b></p> <p><b>Review: PowerPoint</b></p>
<b>Module 3</b>	<b>Assessment</b>	<b>Quiz 3, Mind Map 3, Wiki 1</b>	<b>Due</b>
<b>MODULE 4</b>	<b>UNDERSTANDING AND INTERPRETING SEXUAL BEHAVIOR</b>	<p><b>Sexual Deviance</b></p> <p><b>Sexual Asphyxia</b></p> <p><b>Psychopathy and Sadism</b></p>	<p><b>Reflect:</b> <i>Criminal profilers and investigators have a duty to be thoroughly knowledgeable about the prevalence, nature, and variety of human and sexual behavior.</i></p> <p><b>Read: Chapter 8</b></p> <p><b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Sexual asphyxia stands out as a sexual practice that has the clear potential to result in a lethal end. Autoerotic asphyxia, though, appears to present the most obvious risk of death to the practitioner.</i></p> <p><b>Read: Chapter 9</b></p> <p><b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>The diagnosis of psychopathy or sadism is largely dependent on behavioral evidence.</i></p> <p><b>Read: Chapter 18</b></p> <p><b>Review: PowerPoint</b></p>
<b>Module 4</b>	<b>Assessment</b>	<b>Quiz 4, Mind Map 4, Profile 2</b>	<b>Due</b>
<b>MODULE 5</b>	<b>SPECIFIC OFFENDER BEHAVIOR</b>	<p><b>False Reports</b></p> <p><b>Fire Setting and Explosives</b></p> <p><b>Sex Crime</b></p>	<p><b>Reflect:</b> <i>In some jurisdictions, false reports are a crime even when they are reported indirectly to authorities by a third party--- such as a friend, employer, counselor, or medical professional.</i></p> <p><b>Read: Chapter 10</b></p> <p><b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Fire setting and explosives can occur in a variety of contexts and they can satisfy or be motivated by multiple offender needs.</i></p> <p><b>Read: Chapter 16</b></p> <p><b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Criminal profilers have a duty to be fully versed in the prevalence, nature, and variety</i></p>

		<p><b>Domestic Homicide</b></p> <p><b>Mass Homicide</b></p>	<p><i>of sex crimes that may be encountered in research and casework.</i></p> <p><b>Read: Chapter 19</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Domestic homicide is often the result of accumulated as opposed to situational rage, and therefore it is commonly associated with long-term fighting, abuse, or betrayal.</i></p> <p><b>Read: Chapter 20</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Mass murder is commonly defined as the murder of multiple victims during a single event, at one or more associated locations.</i></p> <p><b>Read: Chapter 21</b> <b>Review: PowerPoint</b></p>
<b>Module 5</b>	<b>Assessment</b>	<b>Quiz 5, Mind Map 5, Wiki 2</b>	<b>Due</b>
<b>MODULE 6</b>	<b>INTERPRETING PATTERNS OF BEHAVIOR</b>	<p><b>Serial Crime</b></p> <p><b>Cyberpatterns</b></p> <p><b>Individual Terrorist</b></p>	<p><b>Reflect:</b> <i>Serial crime is not the type of crime that defines the existence of a series, but the inference that the same offender is committing them.</i></p> <p><b>Read: Chapter 22</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>The Internet can be used proactively to enhance his current modus operandi or he can use it reactively to avoid detection and capture, and it gives offenders greater access to victims, extending their reach from a limited geographical area to all around the world.</i></p> <p><b>Read: Chapter 15</b> <b>Review: PowerPoint</b></p> <p><b>Reflect:</b> <i>Efforts to provide strategies for rapport-based interviewing of individual terrorists.</i></p> <p><b>Read: Chapter 23</b> <b>Review: PowerPoint</b></p>
<b>Module 6</b>	<b>Final Assessment</b>	<b>Quiz 6, Mind Map 6, Profile 3</b>	<b>Due</b>

## COURSE COMPETENCIES

1. Access information on principal proponents of profiling theories using accepted methods of inquiry.
2. Demonstrate an understanding of profiling as a behavioral science.
3. Explain theories and cognitive processes.
4. Describe theories and cognitive processes.
5. Demonstrate an understanding of criminal profiling development and discriminate among its major domains.
6. Identify and describe the major theories of profiling.
7. Specify how the individual, a group and the environment influence human interaction.

## COURSE LEARNING OBJECTIVES

After mastering the material in this course the student will be able to:

- To obtain understanding on how to classify and predict the behavior patterns of repeat offenders, serial murderers, rapists, arsonists, and child molesters
- To demonstrate the ability to use behavioral and geographic profiling to establish leads and detect patterns in unsolved cases
- To obtain familiarity with the motives, causes, reasons and correlates of serial crime
- To develop an appreciation for theoretical and applied criminology and their models of human behavior

## METHOD OF INSTRUCTION

Method of instruction will be by means of lecture, cooperative learning, completion of written assignments, and usage of resources: textbook, transparencies, handouts, current events and instructional technology including interactive computer simulations, Internet and videotaped programs, as well as case work, will reinforce the understanding of general principles. Guest speakers and field trips may be utilized to accentuate the material being covered. Scheduled presentations will employ lecture-discussion sessions in which students will be encouraged to participate in an instructor-guided exchange of ideas and observations pertinent to selected subject areas. Class attendance and participation are imperative. The instructor may modify course activities and/or the class schedule in the best interest of student learning and will inform the students of any changes.

**I strongly believe that a free and open exchange of ideas and points of view concerning the concepts and issues surrounding the study of behavioral issues is an essential element of the learning process. This approach requires that students think in an objective fashion. It also requires students to adequately prepare themselves to participate in class discussions. Opposing points of view, even those contrary to my own, which are in good taste, pertinent to the topic at hand, and intended to enhance the learning process are encouraged. As such this course will be a collaborative effort between the instructor and student. We will engage in lectures, class discussion, simulation exercises, critical writing, practical encounters and video viewing.**

## METHOD OF EVALUATION

Evaluation of the student's success will be measured through graded assignments consisting of class attendance/participation, essays, quizzes and practicums. Using this range of assessment will give me a

fair evaluation of student performance in the course. A final letter grade will be given based on the following criteria:

**Quizzes** – There will be **six (6) quizzes** of equal weight. These may be cumulative in that they may assume concepts and theories introduced in previous sections of the course. Quizzes may include various kinds of questions including multiple choice, short answer and discussion for a **possible 120 points**.

**ATTENDANCE:** Students must attend a minimum of 70% of the classes to be eligible for a passing grade. Once the student surpasses the 80% minimum, there cannot be a differentiation between an excused and unexcused absence. Emergency circumstances, school sponsored events and the instructor will make other considerations on an individual basis. Students must approach the instructor to determine the feasibility of making-up the lost hours.

**PARTICIPATION:** This is a hands-on course. It is your task to impress me by playing an active role in class, and have thoughtfully read the assignments. It is not necessary for you to have the answer to every question asked in class. Class time is for answering your questions and exploring ideas. On the other hand if you never answered a question, make a comment or add your insights to the class discussion or if you are regularly absent, your grade will suffer.

You will have the opportunity to analyze behavioral and political data relevant to that which comprise the focus of this course. This analysis will not be a summary of what you read, but will instead consist of critiques, comments, observations, suggestions or ideas developed while preparing for your assignments. You will be asked to observe the process. And, you will help one another and the instructor better understand the issues at this level of the societal and governmental spectrum. It should be fun, as well as informative. To get the most out of this class, you need to participate in all aspects of it, including Internet analyses, field trip(s), class discussions, and class meetings with invited guests. You are also expected to complete assignments and papers on time and to do your own work.

These exercises and assignments are intended to develop your critical reading and thinking skills, and will also serve as important feedback regarding what you are learning from the readings so that I can adjust our in-class activities to help you understand the material better. You will be graded on the critical thinking evident in your responses that indicate you carefully reflected on the assignment.

**Personal Introduction** - Students will be **awarded 25 points**, the equivalent of one test score, for a personal introduction on our first class session. The purpose of the introduction is to provide an opportunity for the students and the instructor to learn about each other, to know each other and to work at issues that may emerge from the course.

**Discussion Room:** This is an individual grading exercise. You will prepare a short reflection essay each week discussing the five (5) takeaways from class. You will be graded on your individual remarks turned in prior to class and then on your class commentary. These assignments are **worth ten (10) points each for up to 150 points**.

**Research Mapping and Writing Wiki Project:** This is a collaborative assignment, you will be assigned to a group and general topics to research, map, write and post on the Wiki Collaboratory under your byline. The written portion of the assignment must be *approximately 600 words in length*, to complete the project you must include a *relevant image* and at least 2 *references*. **The Mind Maps and Wiki Project is worth up to 200 points.**

**PRACTICUMS:**

A practicum is the name for any sort of short project the instructor may assign, which may include written essays, Library work, Internet search assignments or participation in mock scenarios. Student teams are encouraged on these assignments, but not exams. All practicums count equally and are valued at up to 200 points each and counts for one hundred percent (100%) of the final grade. There are three practicums in this course, and each are evaluated subjectively but utilize grading rubrics detailed in the instructions below. The general evaluation criteria are Neatness (always typed) and Application of the REOS grading rubric (Reasoning, Evidence, Organization and Substance). There is also an overall discussion score that is recorded in this category, so participation is expected. (See participation requirements above).

The paper products for this course are professionally-written profile reports which should be addressed to a hypothetical agency ("Dear Detective") as if written for a case in progress. You will **NOT** be contacting any police departments or using any contacts with law enforcement agencies in this course. Instead, you will be given three scenarios, and you will construct your profile report from that given scenario. Each profile report counts 1/3 of the grade.

1. *Find someone's wastebasket* (use somebody you know and won't be offended by this) and empty out the contents on a sheet of paper. Go thru the contents and from the evidence, try to construct a "profile" of that person: include as much specific information as you can, such as their most recent and last known activities, network of contacts, numerical information, etc.; include as many generalizations as you can make, such as skill level, intelligence, upbringing, social competence, etc. [*destroy any and all personal information you find afterwards*] (**Required Mid-term Project**)

2. *Start constructing your own profiles*; use as a model these Sample Profiles of Serial Killers, attached hereto. These can be cases that are already solved, or you can use unsolved cases (preferred) that many law enforcement agencies post on their websites. You can also use famous cases from books or websites, such as the one on the Green River Killer profile, Son of Sam, Duffy the Railway Killer or any of the Case Materials above, or the famous Jack the Ripper case.

3. *Try your hand at creating a profile from interviewing*, such as the example I've created called my handout on an Interview with a Child Molester. (**Required Final Project**)

Quality, not quantity are the keys to a good Participation Forum. My experience with these Forums has been that students sometimes treat them as an obligation, where they simply bang something out about that week's topic, then move on to the next task in their schedule. That is contrary to the aim of a Forum, which is to stimulate conversation. Imagine being in a group of people at a party. Someone you don't know very well comes up to the group, blurts out something, then moves on. The conversation drops dead in its tracks, or shifts to a discussion of that odd character that just left. Neither outcome is very productive. Each participation assignment should consider what has been said previously, and should advance the discussion in some way.

**EXTRA CREDIT OPTION**

**Research Paper:** To help you acquaint you with practical applications in our society you may develop a thematic paper based on professional Journal reviews. This assignment may earn up **two hundred (200) points**. An insightful paper of no less than ten (10) pages with your own analysis, comments and questions of what you discovered is required. The purpose of this project is to practice writing-communication skills necessary to succeed in most occupations and to learn more about victims and the criminal justice process. This option requires you to write a formal research paper on some specific aspect of profiling.



The project minimum standards are:

1. Your paper must be typewritten.
2. Your paper must have a title page identifying the title of your paper, the title of this class, your name, my name, and the date.
3. You must develop a thesis that you will prove or disprove, such as: "Prejudice In The Workplace; is it a growing exaggeration?." You are to state this thesis on a separate piece of paper and place it after your cover sheet. Be specific ... do not be ambiguous.
4. The body must have page numbers, and all margins must be no greater than 1 inch.
5. Use an English style manual (*i.e.*, Turabian, Strunk, or the Chicago Manual) for proper citation of footnotes.
6. The body must be thoughtful, neat, well organized, and must be at LEAST ten (10) pages in length. Less will not be accepted and does not include the bibliography. The body of your research paper will provide evidence to support your thesis ... not based on your opinion, but based on the best factual sources that you can find in the literature.
7. Use a multitude of footnotes, notes at the end of the sentence MLA style are not acceptable. Using lots of notes to draw attention to where you got your material only strengthens a research paper. Almost every thing you say came from some source!
8. Lastly, have a bibliography page(s) and I expect at least four (4) or more quality sources.
9. The paper must be completed by **Tuesday, May 3<sup>rd</sup>, 2005**. The paper must be handed in on time or it may be downgraded each day the project is late and not actually in my physical possession.

**BONUS POINTS:** You can receive bonus points by attending certain College functions and events (these will be announced in class and by giving in-class presentations on appropriate topics. You will need to discuss these topics with me first, and to schedule when the presentations will be given. No more than sixty (60) bonus points will be added to your total points for these activities. **A total of sixty (60) bonus points may be earned in this class, which will be added to the sum of your point totals.**

## GRADING POLICY AND SCALE

There is no grading curve, nor are there any expectations as to the number of A's, B's, C's, *etc.* are given in a particular class. Therefore you are not competing against others in the class. This means you will receive whatever grade you earn based upon the quality of your work, however excellent or poor that quality is. I believe every student is capable of earning a good grade in this course if they are willing to make the necessary commitment of time and effort. I encourage you to be optimistic about your potential grade, however, at the same time you have realistic expectations given the level of commitment you are willing to devote to the class. I make every effort to be a fair and objective grader. I will never penalize you because you have a difference of opinion with me, as long as you support your opinion with well-reasoned arguments and evidence, which you believe, supports your opinion.

Letter grades will be assigned as follows:

A	90% and above
B	80-89%
C	70-79%
D	60-69%
F	below 60%

## GRADE APPEAL PROCEDURE FOR ASSIGNMENT AND EXAM GRADES

I am perfectly willing to hear an appeal of your grade on any assignments or exam. In fact, because I try my best to be a fair, objective and accurate grader, I actually want you to point out to me any concerns you have about the points and grades I have assigned. To make the appeal process itself as fair and objective as possible, I have the following procedures you need to follow in making a grade appeal:

1. Your appeal must be in writing and typed. This is so that I have an official record of the specifics of your appeal, but also partly so that I know your appeal is genuine.
2. In your written appeal you must tell me your precise concern about my grading, how many additional points you think you deserve and why. This is so I know your precise concern(s), the specific remedy you are seeking, and your reasons in support of your appeal. If you believe a photocopy of a portion of your class notes or a page reference to one of the course texts supports your appeal, then include them in your written appeal.
3. You must attach your graded assignment or exam to your appeal so that I can re-evaluate it with your concerns in mind.

After receiving your written appeal I will give it serious consideration, and make a decision as soon as possible. I will return the assignment or exam to you with a written, typed explanation of my decision in the appeal. If you would then like to meet with me personally to discuss my decision, I will be happy to do so in order to help you improve your performance in the course. Further appeals should be made to the Division Chair, and subsequently to the Dean of Instruction.

### **COURSE REQUIREMENTS**

Attend each class. Read the assigned text. Prepare daily. Keep clear, chronological notes of the various classroom presentations. Analyze the information presented. Participate in class activities in a positive and sincere manner during class and maintain respect for other students. Most assignments will come from the book and/or Internet websites. The book must be purchased but the websites are free.

### **ASSIGNMENT AND DEADLINE POLICY**

Students are expected to meet all deadlines as designated. If you miss a scheduled deadline for any reason, you must document the reason for the absence in order to be considered for any makeup opportunity. No students will be allowed a makeup opportunity without my prior approval. The format of the makeup will be at my discretion and may differ significantly from the in-class assignment. If you fail to take the makeup, a zero will be recorded. There will be no makeup date for in class assignments and work. Bottom line, late assignments are not acceptable.

### **ATTENDANCE POLICY**

Daily attendance will be taken. There is no excuse for missing a class unless a debilitating illness or kidnapping occurs. Communicating your thoughts to others is an important component of learning and participation is an important part of the course. Participation requires that you to have read and thought about the material. Participation means not only responding to questions, but also asking questions inside and outside of class. People who participate perform better than those who do not. Moreover, your absence deprives classmates of your wise judgment and could lead hopeless cynics to conclude that your thinking might be as random as your attendance. Regular attendance is essential to earning a passing grade in this class and is strongly encouraged. If you plan to drop the course, it is your responsibility to officially withdraw before the last day to drop. If you fail to do so, you may receive a failing grade in the course, instead of a "W".

A large portion of the course material will be presented in the class lectures and discussions. It may not appear in the text. If you miss a class it is your responsibility to find out from your peers what went on during that class. I will not supply you with notes or repeat the lecture for you. However, if you have a copy of the notes and studied them and then have a question about the, I will be happy to discuss them with you during office hours.

There may be times when class will be postponed/canceled for a variety of reasons. The College has no obligation to notify students in advance of such cases. As you will, so will I endeavor to meet all class attendance times. However, should class be postponed for more than twenty (20) minutes, then only those students present should sign in on the roster and the roster left at my office. Signing someone's name to the roster other than your own constitutes academic dishonesty and subject to such penalties.

### **DO NOT BE LATE FOR CLASS**

Each student is expected to arrive for class and be in their seat when class is scheduled to begin. A tardy will be recorded for students that are more than ten minutes late for class. Three tardies will be considered one absence. While the absence will result in a lost credit point, late attendance and participation will balance out the points for evaluation.

### **STUDENT DISHONESTY**

You are strongly encouraged to review the section Academic Dishonesty found in the College Bulletin. Copying answers from a classmate, being unprepared for class without informing the instructor, using crib notes, plagiarizing, signing in another student for class, or representing another's work as your own without giving due credit, will constitute Academic Dishonesty and will be dealt with in accordance with Colby College's policy and result in a failing grade for the course.

### **CITIZENSHIP**

The nature of the class is intended to elicit spirited debate and discussion. You are to operate under the assumption that everyone is acting in good faith as to honestly held beliefs. Those beliefs will be respected; discussions will be issue oriented only and not personal. There will be no personal attacks, name calling, questioning of patriotism or the like. One goal of this course is to teach you to learn how to think and analyze critically and academically. You will govern your behavior accordingly, no barbarics.

### **BEHAVIOR**

Students pay money to take this course, and most want to learn. However, sometimes an individual is not primarily interested in learning and disturbs or distracts others during class in a variety of ways, such as talking, and laughing. Therefore, I reserve the right to ask the student to leave class and to reduce a student's grade by a letter for each incident. This also extends to a student who distracts others and me by reading newspapers and other non-class materials. A serious case of misconduct can result in expulsion from the course and a failing grade. Please be considerate of others trying to listen, trying to contribute and trying to learn.

### **READINGS**

You must be prepared to discuss the assigned reading for each class. You are also responsible to learn all reading material assigned, whether or not it was covered in class. So pace yourself and do not leave your reading until just before a test. Use whatever learning skill you like, but I recommend reading the material at least twice, and making notes about key concepts, or make an outline. You must be able to demonstrate knowledge of the material presented in class, and you must read and comprehend the text.. For example, the following does little, if anything to demonstrate you actually read or even thought about the material and does not explain the basis for the question or comment:

1. "What does the author mean when she said 'X'?"
2. "I disagree with the author when she said 'Z'."

On the other hand, the following comments demonstrates the material was thoughtfully reflected upon:

1. “The author says ‘X’ on page 89 but I’m not sure I understand that concept because the author also seemed to say ‘not X’ on page 94 and then also left out any discussion of concept ‘Y’ which I think was necessary background in understanding ‘X.’ What did the author mean when she said ‘X’?”

2. “I disagree with the author when she said ‘Z.’ Her evidence on page 72 did not support ‘Z’ because that evidence could have been explained instead by explanation ‘Q’ and then the author also used the logical fallacy of ‘LF’ when she concluded ‘Z’.”

## **PREPAREDNESS**

You are expected to be prepared for every class. However, I understand there are times when situations dictate otherwise. Because this course is participatory intensive it is disruptive to the class discussion when you are thrust into the discussion without proper preparation. Should you be unprepared to participate in the discussions you should indicate by leaving me a note at my lectern prior to class. That way I will know you are unprepared and won’t call on you during the discussion. However, should I collect too many notes from the same student it may adversely affect your final grade. Should you be called upon during class when you are unprepared and you failed to provide me with a note so indicating I will consider it a form of Academic Dishonesty subject to sanction.

## **FINAL GRADES**

If you want your final grade sooner than the College will provide it, please provide me with a self addressed and stamped envelope at final time and I will mail your grade as soon as it is available. In the alternative you may e-mail me a grade request and I can send you a reply.

## **EGRESS**

If you are tardy or must leave class early please sit near an exit.

## **RECORDINGS**

Except to accommodate special needs, audio taping of my lectures or class discussion is not allowed.

## **SYLLABUS INFORMATION DISCLAIMER**

I reserve the right to change any information contained in this document, when necessary, with adequate notice given to the student. Notice shall be given in the classroom during class. No other notice is required. It is the students’ responsibility to keep up with any changes, modifications, adjustments or amendments that are made to this document.

## **COURSE FEEDBACK POLICY**

I actively seek and highly encourage any feedback about this course at any time you wish to offer it. I want to try to help you learn the material as best as I can, and if I can improve my teaching or the learning environment, I really, truly, sincerely, honestly would like you to let me know. If you feel uncomfortable telling me in person, you can leave me an “Anonymous Feedback letter in an unmarked envelope at my office. All I ask is that you try to be polite in offering your criticism and that you try to offer constructive advice on how I can best respond to the feedback. In other words, tell me your suggested improvements for the course, my teaching or anything else about the learning environment.

## E-MAIL

My office hours are posted on my door and at the head of this syllabus. However, I am also available for questions and consultations by telephone and e-mail. I regularly check and answer my e-mail. E-mail is the most reliable and efficient way of contacting me. If you do not have an e-mail account you should get one. It is an important communication tool and it is free. If you don't have Internet access at home, student computer labs are connected to the Internet and a web based e-mail account can readily be established.

## EQUIPMENT

Students should purchase and take to class or have access to the following items:

- 1) 8.5 X 11 legal pad (clean edge separation)
- 2) Functional ink pen(s) and #2 pencil(s)
- 3) Portfolio management folder
- 4) Textbooks and course materials including assignments/projects.
- 5) Purchase and maintain at least two 3.5" computer disks.
- 6) Weekly Planner-Calendar
- 7) Access to a computer equipped with Microsoft office (Word), Internet access and a web browser, such as Internet Explorer or Netscape, and an e-mail address.

## ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS:

According to the Americans with Disabilities Act, it is the responsibility of each student with a disability to notify the college of his/her disability and to request accommodation. If a member of the class has a documented learning disability or physical disability and needs special accommodation, he/she should contact Student Support Services, which is located in the Student Union.

## BIBLIOGRAPHY

Turvey, Brent, *Criminal Profiling: An Introduction to Behavioral Evidence Analysis*, 4th Edition, 2011 Academic Press. Speakers, handouts, videotapes, transparencies, Internet resources, journal articles, interactive computer simulations and supplemental materials.

## INSTRUCTOR PROFILE:

**DR. MICHAEL THOMPSON**, **Preparatory education**, Central State University, (Master of Arts/Political Science, *Summa Cum Laude*), Central State University, (Bachelor of Arts/Sociology); **Legal education**, Oklahoma City University (Juris Doctor *with Honors*). **Fraternity**, Phi Delta Phi Honor Society, Phi Alpha Delta. **Recipient**, Kerr Foundation Scholar, Wayne Johnson Memorial Scholar, Hervey Foundation Scholar, OCU School of Law Faculty Honor Roll, Who's Who Among American Law Students, West Publishing Company Award; American Jurisprudence Awards; Jessup Moot Court Award, OCU Law Review Staff Editor; **Appointments**, *Advisor to Oklahoma Governors George Nigh and Henry Bellmon*; . **Relevant Specialized Training**: FBI National Academy, Command School, Oklahoma City Police Academy, Homicide Institute, Criminal Profiling School. **Written Works**, include articles on Political Process, Legal Liability, Constitutional Jurisprudence, and monographs on Public Policy and Municipal Administration. **Prior Lectures**, include criminal law and procedure, administrative law, risk management and constitutional jurisprudence for the FBI Academy (Quantico Va.), Southwestern Law Enforcement Institute (Dallas, TX), Oklahoma Judicial Conference, Oklahoma Council On Law Enforcement Education and Training and Southwestern States Highway Safety Group; **Formerly**, Police Captain [Crisis Manager] (Retired), Attorney with emphasis in prosecuting and defending government litigation; Legal Studies Instructor, City College, Moore, Oklahoma.