

CRM 397: Homicide*Spring 2017*

Instructor: Ms. Yarcow-Brown, MS Class Dates: January 17 – May 15, 2017
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 Office Hours: Wednesdays 9:00 a.m. – 11:00 a.m., and Thursdays 9:00 a.m. – 12:00 p.m., and by appointment

I. Introduction to / Description of the Course

Homicide is a phenomenon that impacts our society at alarming rates. This course is designed to examine this type of criminal violence through definitions, statistics, research, rates, types, and theoretical explanations. Students will be exposed to a variety of readings and required to complete independent investigations into incidents of homicide throughout the semester. Material covered throughout the course will greatly enhance the student's knowledge base regarding the act of murder.

II. Student Learning Outcomes and Course Information**A. Student Learning Outcomes**

The student will be:

- A. Able to define, describe, and discuss the varieties of homicide, including, but not limited to, details about research and theory behind the crimes.
Assessment: Discussion board assignments, weekly quizzes, and the exams will be methods used to assess the gained knowledge in these areas.
- B. Enlightened about those who commit murders, with an inclusion of their motivations.
Assessment: Discussion board assignments, weekly quizzes, exams, and the homicide blog will be used for assessing this learning outcome.
- C. Educated about the varieties of homicide.
Assessment: Discussion board assignments, weekly quizzes, exams, and the homicide blog will be used for assessing the student's knowledge in this area.
- D. Capable of critically analyzing murderers, their victims, their particular offenses, motivations, and theoretical explanations for their behaviors to cases.
Assessment: The homicide blog will be used for assessing the student's abilities in this area.
- E. Competent in discussing details of homicides, through written modes of communication.
Assessment: The homicide blog and book report will be used for assessing the student's skills in this area.

B. Course Format

This course will be taught as an online course with an emphasis on provided lecture materials, textbook and article readings, video clip viewing, online discussions, a book report and blog entries. Students will be responsible for reading assigned textbook chapters and posted articles, viewing posted video clips, going through posted lecture notes, completing outside investigation on particular topics and contributing to online discussions. All material presented is intended to engage and inform the student, not to entertain.

C. Course Conduct

Due to the fact that material covered in this course may become very sensitive in nature, it is necessary to have course requirements set forth as a means of constructing a safe learning atmosphere. Every student enrolled in this course is expected to follow the guidelines as described as a means of ensuring the education of and respect for fellow classmates.

- No act of racism, sexism, ageism, or any similar negative “ism,” or harassment will be tolerated. Students who choose to engage in such a negative activity may be dropped from the course by the Instructor.
- Online discussions are designed for educational purposes and therefore should not be used to express harmful or disrespectful remarks about fellow classmates or the topics at hand. Conversations within the online discussion boards are intended to allow for academic inquiry. Any student who desires to engage in these harmful or disrespectful behaviors will be required to have a conversation with the Instructor about appropriate online classroom behavior.
- When a student is involved in a single, severe incident of disrespect or in a manner that seriously violates the above modes of required conduct, or if a student is repeatedly engaged in negative behavior patterns that include, but not limited to those mentioned, the Instructor does reserve the right to use the Class Disruption policies that are integral to the university. The Instructor will use the Class Disruption policy to determine an appropriate action and consequence to follow.

III. Required Materials

A. Required Book

Davies, K. (2008). *The Murder Book: Examining Homicide*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

B. Additional Materials

1. Lecture Notes

Lecture notes will be posted to Blackboard under the “Course Units” tab, in each of the weekly folders, as they are to be covered and included in the course. These lecture notes will be posted as .pdf files and as documents. They will not be slides. Each student will be required to read through the lecture notes during the week indicated in the course calendar at the end of this syllabus in order to be successful in completing the assessments and assignments. *Note that these lectures are posted to Blackboard as PDF files.*

2. Articles

There will be several articles to be read throughout the course of the semester in addition to the required textbook. Each of these articles will be posted to Blackboard in the “Course Units” section as they are to be covered and included in the course. Articles were selected to supplement the provided Lecture Notes and required Textbook readings for each of the weekly topics, and will assist the student in completing the assessments and assignments in the course. These articles will be in PDF form. *Note that there are many articles, and several are quite lengthy, so students may not wish to print all of them out.*

3. Video Clips

Occasionally, links to video clips available through the Internet will be provided to supplement the units. These links will be provided in hotlink form when possible to ease access to them for student viewing.

4. Computer / Internet

Students are required to have frequent access (students should be accessing the course site at minimum of once every 48 hours during the week) to a well-functioning computer that has Internet access in order to complete the course. This computer needs to work, has a reliable power source, and has **Google Chrome** downloaded onto it. When taking any quiz or exam in this course, the student must be using the **Google Chrome** browser for its completion.

IV. Requirements of the Student

A. Student Participation

Online discussions through the “Discussion Board” are essential within this course. Each student should feel free to raise questions and contribute to the posted topics. There will be lecture material, textbook readings, and article postings that students may respond to in efforts of assisting the flow of the online discussions and enlightening the student’s mind. Every student will benefit from the educational curiosities presented by other classmates.

B. Blackboard

This course is being offered wholly online through Blackboard. If a student is not familiar with Blackboard, he / she should start going through the course site and seeking out Instructional assistance with Blackboard immediately. Blackboard will be used extensively and exclusively for this course. Additionally, note that Google Chrome (or the Apple equivalent) is the Internet engine which must be used.

Material on Blackboard

On Blackboard, a student will find important course documents, including, but not limited to this Syllabus, lecture notes, and article postings. The bulk of the material for the curriculum units will be located in the “Course Units” section of the Blackboard site and will become available one unit at a time. In “Course Units,” the student will find the lecture note(s) and all required article reading for that unit. These “Course Units” will become available as needed during the semester and in accordance with the course calendar located at the end of the syllabus. “Course Units” will become available at 5:00 p.m. (central time) on the Friday prior to the beginning of the unit and will be removed from the Blackboard site at 5:00 p.m. (central time) on the last Friday of the unit.

1. “Course Units”

The great majority of material that is utilized for this course will be in “Course Units.” There are two (2) units for the course and they will each be divided into seven (7) themes / topics per unit. These units will be as follows:

Unit I

1. Introduction, Definitions and Laws
2. Explanations and Theories
3. The Killers and Their Victims
4. Intimate and Family Murder
5. Child Killers
6. School Shootings
7. Workplace Murder

Unit II:

1. Medical Murder
2. Multicide (Mass Murder, Spree Killing and Serial Killers)
3. Terroristic Killings
4. Cult-Related Murders
5. Hate Crime Homicides
6. Profiling and Apprehension
7. Adjudication and Punishment for Homicide Offenders

Within each of the “Course Units” folders, students will have access to lecture notes, article readings, video clips, assignments, quizzes and exams.

2. “Homicide Blog”, “Annotated Bibliography,” and “Quizzes / Exams”

These tabs or site components will be used exclusively for these assignments and assessments, which are discussed later in the Syllabus.

3. Discussion Board on Blackboard

Students will use the online “Discussion Board” on Blackboard for two purposes.

a. “Ask the Instructor” Discussion Board

This Discussion Board Forum will be used to communicate with the students and the Instructor about questions that he/she has about the course or the material. By posting questions here, students are sharing with their classmates who may also have the same question, and allowing an opportunity for a classmate and / or the Instructor to respond to the inquisition in a timely manner – typically within 24 hours during the week (not on holidays or weekends). This should be the primary means of communication with the Instructor *unless* the student has something of the personal nature to discuss with the Instructor. In the case of a personal message, the student is asked to use the Instructor’s e-mail address (Yarckow-Brown@missouristate.edu). E-mails will be answered typically within 24 hours during the week (not on holidays or weekends).

b. “Discussion Board” Assignments

Throughout the semester, there will be six (6) Discussion Board Assignments. These assignments will appear as individual forums within the “Discussion Board” component of the course’s Blackboard

site. Directions for posting to these forums and completing these assignments are included later in this Syllabus.

c. “My Grades” on Blackboard

Blackboard’s “My Grades” is a means of providing grades to the student, yet it is not the sole record of grades for the student. In some cases, Blackboard’s “Total Points” column has not reported an accurate summation of a student’s points, and therefore, should not be consulted. The Instructor recommends that the student should add the grade columns him or herself in order to determine his or her true number of “Total Points” earned. Be assured that the Instructor also maintains additional grade books for each course. “My Grades” will offer not only earned scores, but also feedback (especially on assignments) left by the Instructor during the grading process.

C. Missouri State University Student Email

Students are required to maintain and access their Missouri State Student E-mail account daily during the week. This is the email address that should be associated with his / her Blackboard account. In meeting this requirement, students will be most likely to receive news, announcements, updates, important information pertaining to the course, etc. This is an online course, and email is an essential way for the Instructor to communicate with the students.

V. Missouri State University’s Course Policies and Accommodations

A. Student Academic Integrity Policies and Procedures

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. The students are responsible for knowing and following Missouri State University’s student honor code, *Student Academic Integrity Policies and Procedures*, available online and at the Reserves Desk in Meyer Library or through the following website: <http://www.missouristate.edu/provost/academicintegrity.htm>. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Copying someone else’s work, including, but not limited to the work of other students, authors, researchers and or professors, and/or allowing someone to copy a student’s original work are both considered violations of the Student Academic Integrity Policy. Credit must be given and afforded to all sources utilized, such as the original authors, in compiling the student’s work, in any and all assignments, by way of citations and reference pages. The use of textbooks, cellular telephones, jump sticks, flash drives, notes, study guides, or any other supplemental materials during exams or quizzes is prohibited. Collaborative work between students is not permitted unless expressly directed by the professor.*

**Note that when the Instructor of this course is allowing collaborative work between students, such directions will be expressed in writing. If collaborative work between students occurs when no such directive has been made by the Instructor, in writing, the Instructor will pursue all measures and sanctions afforded to faculty through the Student Academic Integrity Policies and Procedures.*

B. Nondiscrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head*. Please visit the OED website at www.missouristate.edu/equity/.

**Note for this course, the Interim Department Head is Dr. Brett Garland, whose office is in the Department of Criminology and Criminal Justice on the 2nd Floor of Strong Hall. Students may make appointments with him through the Administrative Assistant at (417) 836-3799.*

C. Disability Accommodations*

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

**Students in this course are asked to please inform the Instructor as soon as possible about any accommodations that are being requested and feasible efforts will be made to make sure all reasonable accommodations are made for the student.*

D. The Use of Cellular Telephones in Class

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**Note the use of Ipods, Bluetooths, and similar musical or technological devices are also prohibited in this class. Additionally, the Instructor understands that each student has responsibilities outside of this class and allows for students to have their cellular telephones turned to a "silence" or "vibrate" mode during each class session. If a cellular telephone is turned to "vibrate," it is mandated that the phone is not placed on a hard surface that would cause as much disruption as the actual ring of the device. Should a student's phone ring or the student receives a text message, he / she should only respond if there is an*

absolute emergency noted. In no circumstance, outside of an exigent circumstance, should a student send text messages via a cellular telephone or similar electronic device while the class is in session.

E. Dropping and Adding Courses

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade* and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

If the student wants to drop this class after the date specified in the University's academic calendar, the student will not automatically receive an "N" grade. "N's" at this point will only be given if the student can provide documented proof of extenuating circumstances. Dropping this late in the semester because you aren't doing well in a course is not an excuse. If the student wishes to withdraw from the University (i.e., drop all of your classes), he / she must contact the Registration Center, Carrington Hall, Room 320, (417) 836-5522.

** To clarify, the Instructor will be left with no choice per University policy to record an "F" grade for this course should the student not properly follow the procedures outlined above with regards to desisting from attending the course without dropping it through the Registration Center in Carrington Hall.*

F. Emergency Response Plan

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

VI. Assignments, Quizzes, Exams and Academic Integrity

A. Assignments

1. Reading Assignments

Students are required to read assigned chapters from the required textbook and reader, and the articles as posted to Blackboard. The dates for these reading assignments are included in the course calendar at the end of this Syllabus. Becoming familiar with the information in the assigned readings best prepares the student for participating in the online discussion boards and in completing all course components.

2. Online Discussion Boards

There will be a total of 6 (six) online discussion boards. The due dates are indicated on the course calendar at the end of this syllabus, with the assignments being due at 5:00 p.m. (central time) on the listed due date, which is typically on a Wednesday, with exceptions based on the Missouri State University Academic Calendar.

For each discussion board, the student will access the discussion board through links available in the “Course Units” or the “Discussion Board” button from the course menu on Blackboard. There will be a forum for each of these assignments. Students will be required to post an original response by 5:00 p.m. (central time) on the scheduled due date (see the course calendar at the end of this syllabus), and post one reaction response by 5:00 p.m. (central time) on the scheduled due date.

Late discussion board assignments (original or reaction posts) will not be accepted. Attachments in Discussion Boards will not be opened, read, or graded. Discussion Board work emailed to the Instructor will not be opened, read, or graded.

The grading rubric on the following page will be consulted while the Instructor grades the Online Discussion Board assignments.

Discussion Board Assignment Grading Rubric

| Analytical | Excellent (3 points) | Competent (2 points) | Needs Work (1 point) |
|---|---|--|--|
| <i>Make sure your post addresses each item fully!</i> | The original post shows that the student analyzed the material assigned for reading. Provided response to a classmate shows critical thought was applied. | The original post demonstrates that the student read the required reading. Provided response to a classmate shows some thought was applied. | The original post makes it appear that the student skimmed some of the assigned readings. Provided response to a classmate shows little consideration to the material was given. |
| Originality | Excellent (3 points) | Competent (2 points) | Needs Work (1 point) |
| <i>Consider new approaches to the presented materials.</i> | Your participation in the assignment appears to offer a brand new or fresh idea or approach. | Your participation offers some new insight either through the question posed or through the response provided to a classmate. | Your participation does not add anything new or substantial in either the posed question or the response provided to a classmate. |
| Connections | Excellent (3 points) | Competent (2 points) | Needs Work (1 point) |
| <i>Be sure to connect your posts to the course materials.</i> | The ideas presented in your posts are clearly connected to the class material / topic. | Both posts are not clearly connected to the class material/topic. | The post may be vague without class connections being made. |
| Writing Mechanics | Excellent (3 points) | Competent (2 points) | Needs Work (1 point) |
| <i>This is not a text message. This is a college assignment.</i> | Post is mostly free of grammatical errors. All sentences are formal and complete. No slang or abbreviations are used. | Post is sometimes unclear and/or has a few grammatical errors. Most sentences are formal and complete. Some slang or abbreviations are used. | Post is very unclear and/or has a significant number of grammatical errors. Sentences are not formal or complete. Slang and abbreviations are heavily used. |
| Timeliness | Excellent (3 points) | Competent (2 points) | Needs Work (1 point) |
| <i>If you wait until the latter half of the week to post it limits the opportunity for your classmates to read your post!</i> | Both posts were made and both posts were submitted on time. | Both posts were made, but only one post was submitted on time. | Only one post was made and was submitted on time. |

3. Homicide Blogs

Each student will be responsible for completing 2 (two) blog entries regarding an act of homicide that has received notable media coverage and that occurred within the United States since January 1, 2016. Each of these blogs will be worth up to 50 (fifty) points, with a total of 100 (one hundred) points being available through the Homicide Blog assignments. Students will be charged with the following tasks:

- Identify the chosen incident by way of offender's name, location, crime he / she is being charged with, dates of the crime(s), weapon(s) used, and other vital information in 100 (one hundred) words. Be sure to also define the type of homicide. (10 points)
- Locate, read and analyze a minimum of 3 (three) news articles, video clips, police reports, or court documents regarding the chosen murder. Provide a link to and citation for each of the chosen materials. Summarize each of the three articles in 100 (one hundred) words. (20 points)
- Propose a theoretical explanation for the offender's behaviors. A consideration for the victim-offender relationship should be included. (20 points)

Students will complete 1 (one) blog entry per unit. The first will be due by 5:00 p.m. (central time) on Wednesday, 03/01/2017. The second will be due by 5:00 p.m. (central time) on Wednesday, 05/03/2017.

Spelling, grammar and formatting of the blog post are expected to be of high quality so as to not distract from the reading and grading of the assignment. Excessive troubles in these areas will result in the loss of points in the student's grade.

Homicide Blogs must be composed within the "Homicide Blog" tab in the Blackboard course site. This means the student should either type the information directly into the blog page or he / she can copy the work from another document and paste it into the blog post. Note that blog assignments that are submitted as an attachment will not be opened, read or graded.

Students who submit their work as an attachment will receive an automatic "0" grade for their work. Late blogs will not be accepted. Blogs emailed to the Instructor will not be opened, read, or graded.

4. Annotated Bibliography

Students are required to compose an informative / educational (not an opinionated or editorial) Annotated Bibliography in APA format on one type of Homicide. Students should not pick a single offender, but focus on an overall type of crime. He / she may choose from the following:

Child Killers
Cult-Related Murders
Family Murder (children / parents)
Hate Crime Homicides
Intimate Murder
Mass Murder
Medical Murder (nurses / doctors)
School Shootings
Serial Killing
Spree Killing
Terroristic Killing
Workplace Murder

Students who are unfamiliar with what an Annotated Bibliography is, should consult: <https://owl.english.purdue.edu/owl/resource/614/03/> for an example.

Students who are unfamiliar with APA format, should consult: <https://owl.english.purdue.edu/owl/resource/560/01/> for directions.

In total, the student must find 10 (ten) academic sources* on the chosen type of Homicide and complete an APA citation and a summation for each of the 10 (ten) sources. The Annotated Bibliography will be worth up to one-hundred-thirty (130) points in total. The students may earn up to ten (10) points for each entry in the Annotated Bibliography and each entry should include a full summary of the source along with a statement about the quality of the content. The additional 30 (thirty) points will be for the overall (APA) formatting, grammar and spelling on the assignment.

The Annotated Bibliographies will need to be submitted through the “Annotated Bibliographies” tab on Blackboard. They will be uploaded and checked through Safe Assign for plagiarism.

This project is due on Wednesday, May 10, 2017. Late Annotate Bibliographies will not be accepted. Annotated Bibliographies emailed to the Instructor will not be opened, read, or graded.

* Academic sources are journal articles, books (if you are going to read a full book), book chapters, textbooks, .gov, .edu, or .org. A .com source is not an academic source and cannot be included.

B. Quizzes

When completing a Quiz through Blackboard, students must use Google Chrome, or the Apple equivalent!

Quantity and Value

There will be fourteen (14) online quizzes throughout the semester. Each quiz will include twenty (20) questions, each worth one (1) point, and in total each quiz will be worth a total of twenty (20) points. Therefore, a total of two-hundred-eighty (280) points can be earned during the course through these quizzes.

Question Style and Content

The questions will be objective in style including multiple-choice, true / false, and or matching. Any material that is included within that particular unit may be included on the quizzes including textbook readings, lecture notes, online discussions, article readings, etc. The emphasis of the quizzes will be placed upon the textbook and article readings and the lecture notes. However, this material should NOT be consulted during the process of taking the online quiz as this would violate the purpose of this assessment tool. In addition, as the quizzes are timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the quiz. Study guides for these quizzes will not be made available.

Timing and Availability

Students will be timed during the quiz and will have 45 (forty-five) minutes to complete each quiz. Typically, they will open at 5:00 p.m. (central time) on a Friday, and will be due by 5:00 p.m. (central time) on the

following Friday. Exceptions follow the Academic Calendar for Missouri State University. Please see the Course Calendar at the end of this Syllabus for the due dates.

1. Technological Difficulties with Quizzes

Students who experience difficulties in taking the online quizzes, may contact the Instructor to have a quiz re-set. Repetitive requests for a single quiz may be denied. If a student is consistently asking for quizzes to be re-set for each of the units, these requests may also be denied. A record will be kept of all students who have asked for requests. No more than 3 (three) re-set requests will be fulfilled for any student per class per semester, inclusive of both quizzes and exams. Therefore, it is strongly suggested that students are confident that they are able to take the quiz in its entirety at the time he/she begins the quiz and that he/she is working on a computer with a reliable Internet connection.

2. Make-up Quizzes

IF a student knows in advance that he / she will be NOT be able to take a quiz during a scheduled week, he /she is required to make arrangements with the Instructor to take the quiz at an earlier date and time, which is prior to the scheduled week for the quiz. Make-up or post dates for the quiz will not be permitted.

C. Examinations

When completing an Exam through Blackboard, students must use Google Chrome, or the Apple equivalent!

Quantity and Value

There will be 2 (two) unit exams (a Mid-Term Exam and Final Exam) throughout the course of the semester. Each exam will include 100 (one hundred) questions, each worth 1 (one) points for a total of 100 (one-hundred) points available for earning on the exams. In total, there will be 200 (two-hundred) points available through the unit examinations.

Question Style and Content

The questions will be objective in style including multiple-choice, true / false, and or matching. Any material that is included within that particular unit may be included on the quizzes including textbook readings, lecture notes, online discussions, article readings, etc. The emphasis of the quizzes will be placed upon the textbook and article readings and the lecture notes. However, this material should NOT be consulted during the process of taking the online quiz as this would violate the purpose of this assessment tool. In addition, as the quizzes are timed, students who choose to consult these materials despite this notation and policy will have a strong likelihood of running out of time in taking the Exam. Study guides for these Exams will not be made available.

Timing and Availability

Students will be timed during the quiz and will have 2 hours (two hours) to complete each exam. Exams will open one week prior to their due date and time. Typically, they will open at 5:00 p.m. (central time) on a Friday, and will be due by 5:00 p.m. (central time) on the following Friday. Exceptions follow the Academic Calendar for Missouri State University. Please see the Course Calendar at the end of this Syllabus for the due dates.

1. Technological Difficulties with Quizzes and Examinations

Students who experience difficulties in taking the online quizzes and exams, may contact the Instructor to have a quiz or exam re-set. Repetitive requests for a single quiz or exam may be denied. If a student is consistently asking for quizzes or exams to be re-set for each of the units, these requests may also be denied. A record will be kept of all students who have asked for requests. No more than 3 (three) re-set requests will be fulfilled for any student per class per semester, inclusive of both quizzes and exams. Therefore, it is strongly suggested that students are confident that they are able to take the quiz or exam in its entirety at the time he/she begins the quiz and that he/she is working on a computer with a reliable Internet connection.

2. Make-up Unit Examinations

IF a student knows in advance that he / she will be NOT be able to take an Exam during a scheduled week, he /she is required to make arrangements with the Instructor to take the Exam at an earlier date and time, which is prior to the scheduled week for the Exam. Make-up or post dates for the Exam will not be permitted.

D. Academic Integrity with Assignments, Quizzes and Exams

1. Misrepresentation of Student's Identity

Students must complete the online discussion boards, online quizzes and both exams by him or her self and cannot, under any circumstance, have someone else complete these components of the course under the guise of the student.

2. Assistance in Completing Student Work

Students are NOT allowed to use written notes, recorded notes, textbooks, the posted articles, another classmate's written answers, etc. when taking an online quiz or in completing the final exam (note that sources ARE allowed in the completion of the Primary Exam). Therefore, absolutely no technological devices, including, but not limited to I-pods, Blue-tooths, cellular telephones, jump sticks, flash drives, etc. should be used by the student while taking an online quiz, or in the completion of the final exam. Students who are determined to be in direct violation of Missouri State University's academic integrity policies, will automatically receive a 0 (zero) score on that online quiz or the final exam.

E. Due Dates and Times

All due dates for all assignments, essays, extra credit, projects and quizzes are indicated on the Course Calendar at the end of the Syllabus and are available by the first day of the semester. The due dates will not be moved ahead or earlier through the semester. If they are moved at all, the due date would be pushed back to a later day and students will be notified via an "Announcement" on Blackboard and via e-mail.

All work in this course is due by 5:00 p.m. (central time) on the due date. If a student cannot submit his / her work during the day (for example between 8 a.m. and 5 p.m. because of work, or other such obligations), he / she is able to submit their work the night before as Blackboard is open and available 24 hours a day, 7 days a week. Moreover, units open a week in advance and there is adequate time to get the work completed on time and even ahead of time if a student so chooses.

FAQ: Why 5:00 p.m.?

- 1) **If a student has difficulty taking a quiz or submitting an assignment (i.e. cat unplugs a computer, toddler turns a computer off, room-mate blew a fuse and electricity went out, Blackboard got a migraine, etc.), then he / she can e-mail the Instructor and get a re-set BEFORE the due time. The Instructor checks emails typically between 7 a.m. and 9 p.m. If the due time was midnight, and a student took a quiz at 11 p.m., but Blackboard experienced a hiccup, he / she would not be able to get a re-set before the due time of midnight, because the Instructor is not available during that time.**
- 2) The Instructor frequently completes grading during the evening hours. This means that upon occasion, it is possible that students can / will receive grades for an assignment turned in at 5 p.m. (central time) on any given day, and have it graded by 9 p.m. Feedback is an important part of success for a student in any course and this feedback can help improve future grades. The sooner a student receives feedback, the sooner he / she can make adjustments to ensure better work on the next assignment.

VII. Grading and Extra Credit**A. Available Points**

Through the following assignments (as discussed previously in this syllabus), the points available for earning by the student in this class are as follows:

| <i>Assignment / Assessment</i> | <i>Quantity</i> | <i>Individual Value</i> | <i>Total Value</i> |
|--------------------------------|-----------------|-------------------------|--------------------|
| Annotated Bibliography | 1 | 100 | 130 |
| Discussion Board Assignments | 6 | 15 | 90 |
| Exams (Mid-Term and Final) | 2 | 200 | 400 |
| Homicide Blogs | 2 | 50 | 100 |
| Quizzes (Weekly) | 14 | 20 | 280 |
| Total | | | 1000 |

B. Grade Calculations

A total of one thousand (1000) points may be earned throughout the course. Points that are earned by the particular student will be divided by one thousand (1000) as a means of calculating a percentage in determining the student's grade. The percentage-grade scale will be as follows:

| Grade* | Lowest Percentage Possible | Estimated Minimum Number of Points to Earn** |
|--------|----------------------------|--|
| A | 90% | 900 |
| B | 80% | 800 |
| C | 70% | 700 |
| D | 60% | 600 |
| F | 59% or below | 599 or below |

*There are no +/- grades for this course.

**Grades will be determined by consulting the percentage Microsoft Excel determines. This program is set-up to automatically round the percentage to the nearest 1%.

C. Grade Discussions and Discrepancies

If a student wishes to discuss or dispute any grade earned within this course, including, but not limited to scores recorded for assignments (Discussion Boards or Blogs), the Semester Project, and / or quizzes or exams, he / she must do so with the Instructor no more than seven (7) calendar days after said grade has been posted to "My Grades." With quizzes and exam, scores are automatically recorded to "My Grades" immediately upon the completion of said quiz or exam and therefore students should check their grade as soon as he / she is done with that assessment.

D. Extra Credit

A. Availability of Extra Credit

Throughout the semester, a few extra credit opportunities may be made available at the discretion of the Instructor. The directions will be handed out in class and or made available on Blackboard. These are the only extra credit opportunities that will be allowed and accepted within this class. Due dates will be given and no late extra credit assignments will be accepted without first providing the instructor with documentation of an exigent circumstance.

B. Requesting Additional Extra Credit and Instructor Assistance

Please do not ask the instructor for additional extra credit opportunities or other chances at increasing a student grade. If a student is concerned with his or her grade, they are strongly encouraged to consult the instructor about methods that the student can use to increase his or her overall performance in the classroom. Asking the Instructor for such advice should not be delayed until the last two weeks of class as that would be too late for such suggestions to make a difference.

VII. Course Calendar

The Course Calendar for the entirety of the semester appears at the end of this Syllabus. This calendar includes topic information, assigned readings and assignment / assessment due dates.

The Course Calendar may be changed at the discretion of the Instructor. If such changes occur, students will be notified via an “Announcement” on Blackboard and/or through an e-mail sent to the student’s Missouri State e-mail account. It is the student’s responsibility to become aware of such announced changes that may or may not be made during the semester.

UNIT I

| <i>Topic</i> | <i>Weekday</i> | <i>Date</i> | <i>Lecture Notes / Article or Text Reading</i> | <i>Assignment / Assessment Due by 5:00 p.m. (central time)</i> |
|---|----------------|-----------------|--|--|
| Introduction, Definitions and Laws | Monday | 01/16/17 | <i>No Classes: MLK, Jr. Day</i> | |
| | Tuesday | 01/17/17 | T: Chapter 2 | |
| | Wednesday | 01/18/17 | T: Chapter | Discussion Board #1 - Original |
| | Thursday | 01/19/17 | T: Chapter 3 and Lecture Notes | |
| | Friday | 01/20/17 | | Quiz 1 |
| Explanations and Theories | Monday | 01/23/17 | T: Chapter 5 | |
| | Tuesday | 01/24/17 | T: Chapter 6 | |
| | Wednesday | 01/25/17 | A: "Homicide and Social Disorganization" | Discussion Board #1 – Reaction |
| | Thursday | 01/26/17 | Lecture Notes | |
| | Friday | 01/27/17 | | Quiz 2 |
| The Killers And Their Victims | Monday | 01/30/17 | T: Chapter 7 | |
| | Tuesday | 01/31/17 | T: Chapter 16 | |
| | Wednesday | 02/01/17 | A: "Domestic Violence: Homicide-Suicide" | Discussion Board #2 - Original |
| | Thursday | 02/02/17 | Lecture Notes | |
| | Friday | 02/03/17 | | Quiz 3 |
| Intimate And Family Murder | Monday | 02/06/17 | T: Chapter 8 | |
| | Tuesday | 02/07/17 | T: Chapter 10 | |
| | Wednesday | 02/08/17 | A: "Matricide and Step- Matricide" | Discussion Board #2 – Reaction |
| | Thursday | 02/09/17 | Lecture Notes | |
| | Friday | 02/10/17 | | Quiz 4 |

| <i>Topic</i> | <i>Weekday</i> | <i>Date</i> | <i>Lecture Notes / Article or Book* Reading</i> | <i>Assignment / Assessment Due by 5:00 p.m. (central time)</i> |
|------------------|----------------|-----------------|--|--|
| Child Killers | Monday | 02/13/17 | T: Chapter 9 | |
| | Tuesday | 02/14/17 | A: "Youth, Guns, and Violent Crime" | |
| | Wednesday | 02/15/17 | A: "Firearm Related Death and Injury Among Children and Adolescents" | Discussion Board #3 – Original |
| | Thursday | 02/16/17 | Lecture Notes | |
| | Friday | 02/17/17 | | Quiz 5 |
| School Shootings | Monday | 02/20/17 | A: "Laws that Bit the Bullet" | |
| | Tuesday | 02/21/17 | A: "Children Killing Children: School Shootings in the U.S." | |
| | Wednesday | 02/22/17 | Watch "The Zero Hour – Massacre at Columbine" | Discussion Board #3 – Reaction |
| | Thursday | 02/23/17 | Lecture Notes | |
| | Friday | 02/24/17 | | Quiz 6 |
| Workplace Murder | Monday | 02/27/17 | A: "Constructing Images of Workplace Homicide" | |
| | Tuesday | 02/28/17 | A: "Workplace Violence and Stress" | |
| | Wednesday | 03/01/17 | Watch "Going Postal: The 15 Most Shocking Acts of Violence" | Homicide Blog #1 |
| | Thursday | 03/02/17 | Lecture Notes | |
| | Friday | 03/03/17 | | Quiz 7 |
| Unit Review | Monday | 03/06/17 | | |
| | Tuesday | 03/07/17 | | |
| | Wednesday | 03/08/17 | | |
| | Thursday | 03/09/17 | | |
| | Friday | 03/10/17 | | Mid-Term Exam |

*****Spring Break is March 11 – 19, 2017*******UNIT II**

| <i>Topic</i> | <i>Weekday</i> | <i>Date</i> | <i>Lecture Notes / Article or Book* Reading</i> | <i>Assignment / Assessment Due by 5:00 p.m. (central time)</i> |
|---|----------------|-----------------|--|--|
| Medical Murder | Monday | 03/20/17 | A: "Healthcare Serial Killers as Confidence Men" | |
| | Tuesday | 03/21/17 | A: "The Clinicide Phenomenon" | |
| | Wednesday | 03/22/17 | A: "Natural Disaster, Unnatural Deaths" | Discussion Board #4 - Original |
| | Thursday | 03/23/17 | Lecture Notes | |
| | Friday | 03/24/17 | | Quiz 8 |
| Multicide (Mass Murder, Spree Killing & Serial Killers) | Monday | 03/27/17 | T: Chapter 11 | |
| | Tuesday | 03/28/17 | T: Chapter 12 | |
| | Wednesday | 03/29/17 | A: "African American Serial Killers" | Discussion Board #4 - Reaction |
| | Thursday | 03/30/17 | Lecture Notes | |
| | Friday | 03/31/17 | | Quiz 9 |
| Terroristic Killings | Monday | 04/03/17 | A: "A Comparison of Ideologically-Motivated Homicides" | |
| | Tuesday | 04/04/17 | A: "A Day Among Diehard Terrorists" | |
| | Wednesday | 04/05/17 | Watch "9/11 – 102 Minutes That Changed America" | Discussion Board #5 – Original |
| | Thursday | 04/06/17 | Lecture Notes | |
| | Friday | 04/07/17 | | Quiz 10 |

| <i>Topic</i> | <i>Weekday</i> | <i>Date</i> | <i>Lecture Notes / Article or Book* Reading</i> | <i>Assignment / Assessment Due by 5:00 p.m. (central time)</i> |
|----------------------------|----------------|-----------------|---|--|
| Cult-Related Murders | Monday | 04/10/17 | A: "The Branch Davidians and the Politics of Power and Intimidation" | Discussion Board #5 - Reaction |
| | Tuesday | 04/11/17 | A: "Charles Manson and the Family" Watch "Charles Manson – The Diane Sawyer Interview" | |
| | Wednesday | 04/12/17 | Lecture Notes | Quiz 11 |
| | Thursday | 04/13/17 | <i>No Classes – Spring Holiday</i> | |
| | Friday | 04/14/17 | <i>No Classes – Spring Holiday</i> | |
| Hate Crime Homicides | Monday | 04/17/17 | T: Chapter 13 | |
| | Tuesday | 04/18/17 | A: "An Essay Examining the Murder of Luis Ramirez" | |
| | Wednesday | 04/19/17 | A: "An Examination of Sexual Orientation- and Transgender Based Hate Crimes" | Discussion Board #6 – Original |
| | Thursday | 04/20/17 | Lecture Notes | |
| | Friday | 04/21/17 | | Quiz 12 |
| Profiling And Apprehension | Monday | 04/24/17 | T: Chapter 14 | |
| | Tuesday | 04/25/17 | T: Chapter 17 | |
| | Wednesday | 04/26/17 | A: "Criminal Personality Profiling" | Discussion Board #6 – Reaction |
| | Thursday | 04/27/17 | Lecture Notes | |
| | Friday | 04/28/17 | | Quiz 13 |

| Topic | Weekday | Date | Lecture Notes / Article or Book* Reading | Assignment / Assessment Due by 5:00 p.m. (central time) |
|--|-------------------|-----------------|---|--|
| Adjudication And Punishment For Homicide Offenders | Monday | 05/01/17 | T: Chapter 15 | |
| | Tuesday | 05/02/17 | A: "Multiple-Victim Murder, Multiple Murders and Schedule 21 to the Criminal Justice Act of 2003" | |
| | Wednesday | 05/03/17 | A: "Exploring the Role of Victim Sex, Victim Conduct, and Victim-Defendant Relationship in Capital Punishment Sentencing" | Homicide Blog #2 |
| | Thursday | 05/04/17 | | Quiz 14 |
| | Friday | 05/05/17 | <i>No Classes – Study Day</i> | |
| | Course Conclusion | Monday | 05/08/17 | |
| Tuesday | | 05/09/17 | | |
| Wednesday | | 05/10/17 | | Annotated Bibliography Project |
| Thursday | | 05/11/17 | | |
| Friday | | 05/12/17 | <i>No Classes – Study Day</i> | |
| Final Exam | Monday | 05/15/17 | | Final Exam |

*T = textbook = *The Murder Book*

*A = article = posted to Blackboard in "Course Units"

Note: The course calendar on the previous pages may be changed at the discretion of the Instructor. If such changes occur, students will be notified via posted announcement on Blackboard and e-mailed to the student. It is the student's responsibility to become aware of such announced changes that may or may not be made during the semester.