Texas A&M University-Commerce
Department of Sociology & Criminal Justice
Class Syllabus – Spring 2016
Criminal Justice 420.01E – Crime Profiling
Wednesday 4:30pm – 7:10pm  Rm SS 312

Dr. Willie Edwards, Assoc., Prof.
Office SS 217; Tel (903) 886-5331
Willie.edwards@tamuc.edu

Office Hours: MWF 11:00am – 12:pm
MW 3:30pm - 4:30pm
Other times by appointment

Required Textbook:

Supplementary Readings:


Useful Journals for this Course:
Behavioral Sciences and the Law
Homicide Studies
Journal of Criminal Justice
Journal of Forensic Psychology Practice
Journal of Interpersonal Violence
Journal of Investigative Psychology and Offender Profiling
Journal of Sexual Aggression
Police Quarterly

Course Design:
This course is constructed as a web-enhanced course. A number of the assignments and activities will be placed and/or completed through ecollege. In addition to an online focus this course will employ lectures, class discussions, class presentations and media highlights to investigate the subject area. Students are expected to participate in class activities such as discussions and presentations. In fact, these techniques will be built into the student’s evaluation process. A senior level amount of reading and becoming familiar with the literature within the field of criminal profiling will be required.

Course Description:
As referenced to in the catalog, this course examines various types of crime, in terms of offender profile, victim profile, and situational elements. National crime statistics and victimization data are used where appropriate. This course examines the characteristics of the most likely offender, and the circumstances under which the crime is most likely to be committed. Theories relating to the crime, offender, and victim are introduced. Responses by various levels of law enforcement agencies are reviewed and integrated into the presentation of class material.
Course Student Learning Outcomes:
The following Student Learning Outcomes will be used to measure student achievement in learning course information, and serve as an indicator of student’s level of performance in the class:
1. Students will demonstrate their familiarity with the history of criminal profiling by earning a passing score on the tests administered in this class. (A passing grade for this class will be 70 points or above. The method of testing will involve using multiple choice and essay type questions.)
2. Students will be able to define criminal profiling in a written form and orally.
3. Students will be able to describe the criminal profiling process.
4. Students will be able to critique the two different approaches to criminal profiling, induction and deduction.
5. Students will elaborate (written and orally) on the profiling of criminals based on their understanding of the investigative analysis process.

Method of Evaluation:
There will be a total of five grades available to be earned in this class:
1. Two essay exams will be given during the semester, worth 100 points each. The exams will occur as the mid-term and final (see Content schedule for dates). The mid-term exam will cover chapters 1 – 8, and the final exam will cover chapters 9,11, 12, 15, 16, & 18. At the writing of this class syllabus both exams are planned for the classroom, but this may change. Meaning the exams may be placed in ecollege.

2. Students will develop/type one research paper that will pertain to some facet or type of crime profiling. The research paper must be a minimum of 5 to 7 pages of content, not counting the cover page or bibliography page(s). The paper should be double-spaced in Times New Roman 12 point font, black ink, and stapled. The paper will be worth 70 points. Additional handouts will be given to the class in reference to developing the paper. A grading rubric for the paper is attached to this syllabus.

Direct quotes, ideas or thoughts from authors or sources should be presented using the proper method of citation. Students should use the following web sites: web links or google (google.com) to become familiar with the desired citation method: http://www.liu.edu/cwiscwp/library/workshop/citapa.htm http://www.asanet.org/cs/root/topnav/sociology_depts/quick_style_guide
The professor will also provide a handout to assist in this assignment.

3. Each student will be responsible for turning in four (4) typed summaries of research articles pertaining to some aspect of this course. Each article's summary will be worth twenty-five (25) points. The summaries will be due on designated dates, check the course schedule for those due dates. Instructions on the format to be used in developing the summary of the research article is attached to this class syllabus. These summaries will be submitted in ecollege. These summaries may be placed in the proper dropbox at any time, but no later than the date identified below. Late submissions will not be read or graded. There will be a dropbox for each Research Article Summary (listed as such) during the designated weeks. The weeks and due dates for this assignment are as follow:
   Week 4 Research Article Summary # 1 must be placed in the proper dropbox by February 10, 2016 by 11:59pm

   Week 8 Research Article Summary # 2 must be placed in the proper dropbox by March 9, 2016 by 11:59pm
Week 12 Research Article Summary # 3 must be placed in the proper dropbox by April 3, 2016 by 11:59pm

Week 15 Research Article Summary # 4 must be placed in the proper dropbox by May 4, 2016 by 11:59pm

4. Five research articles/chapters (from supplementary sources) pertaining to criminal profiling will be distributed by the professor. On designated dates each article/chapter will be discussed in class. A grade for discussion and a written exercise after each discussion will occur. The discussion grade will be worth five (5) points and the written exercise will be worth fifteen (15) points. This exercise will equal one complete grade (100 pts). Identified as "Class Discussion-Research Article" in the Course Content Schedule.

5. Students will be required to participate in a Thread Discussion on each chapter. This assignment will be placed in ecollege. Each week the professor will post a question or propose a statement and each student must comment on the idea or topic. There will be a Thread Discussion for each week, fifteen weeks. There will not be a discussion for the Spring Break week (March 14-18, 2016). Each discussion will be worth 10 points. Each student should make a contribution to the discussion anytime between Monday and Sunday by 11:59pm. Discussion contributed after Sunday, after 11:59pm will not be read or graded. Missed discussions cannot be made up. No excuse will be acceptable, and no exceptions will be made. Please post each week on time. This assignment will be worth 150 points.

Extra Points
Although not a part of the required grades, students will have an opportunity to make extra credit points in two ways during the semester. First, students are encouraged to share their ideas or comments during each class. Although the professor will lecture, employ powerpoint, and share videos comments from students are welcome. Students are encouraged to share comments on each chapter or idea as it is presented by the professor. Comments shared by students will earn them two (2) points per class meeting. Second, a multiple choice test will be made available in ecollege near the end of the semester at a certain time period. It is not a required test, but students completing the test will be able to earn whatever points they achieve. These points will be extra credit. Students will be able to earn up to twenty-five (25) extra points in this manner.

Course Possible Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Essay Exams @ 100 pts., each</td>
<td>200 pts.</td>
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<tr>
<td>1 Research Paper</td>
<td>70 pts.</td>
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<tr>
<td>4 Research Article Summaries @ 25 pts. each</td>
<td>100 pts.</td>
</tr>
<tr>
<td>5 Class Discussion-Research Articles @ 20pts each</td>
<td>100 pts.</td>
</tr>
<tr>
<td>15 Thread Discussion (on ecollege) @ 10 pts each</td>
<td>150 pts.</td>
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<td>620 pts.</td>
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The following grade scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>620 – 570 pts.</td>
</tr>
<tr>
<td>B</td>
<td>569 – 519 pts.</td>
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<tr>
<td>C</td>
<td>518 – 448 pts.</td>
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<tr>
<td>D</td>
<td>449 – 400 pts.</td>
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<tr>
<td>F</td>
<td>399 or less pts.</td>
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All criminal justice majors must make at least a C in all classes required for the major.
There will be no extra credit work, and no make-up exams. If an exam is missed a comprehensive exam must be taken by the student near the end of the semester. If a student misses more than one exam he or
she should drop the course. Graded discussions and summaries cannot be turned in late or made up. Late work is unacceptable.

Tips on How to be Successful in this Class:
1. Students must commit serious time to reading the textbook, and other assigned readings.
2. Students should ask questions of the professor if there is any information he/she does not understand.
3. Students should attend class regularly.
4. Students should take good, clear and understandable notes from the lectures.
5. Students must commit a serious amount of time to preparation for the exams.
6. Students must make the most of the “easy” grades so they help to balance or soften the more difficult grades.

Class Policy:
Class attendance and participation are expected. Tardiness is reacted to in an unfavorably manner. Students will not be permitted to enter the class after the professor has initiated the focus for that class period.

Telephone and pagers must be turned off unless you work for some type of emergency agency (medical or law enforcement, etc.).

This department has a strong policy and a low tolerance for cheating. Plagiarism is disliked and treated very seriously.

ADA Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services

Student Conduct:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

A&M Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
## Course Content Schedule – CJ 420  
### Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity(ies)</th>
</tr>
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<tbody>
<tr>
<td>January 20, 2016</td>
<td>Introduction to Class Requirements; Review Foundation of Class Initiate Chapter 1 – The Evolution of Criminal Profiling &amp; Chapter 2 – Induction and Deduction in Criminal Profiling</td>
</tr>
<tr>
<td>January 27, 2016</td>
<td>Continuation of Chapter 2 – Induction and Deduction in Criminal Profiling Chapter 3 – Behavioral Consistency, the Homology Assumption, &amp; the Problem Of Induction</td>
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</tbody>
</table>
| February 3, 2016 | Chapter 4 – Criminal Profiling Methods  
| February 10, 2016 | Chapter 5 – Geographical Profiling: From Pins in Maps to GIS  
Student Research Article Summary Due                                                                                                                                                             |
| February 17, 2016 | Chapter 6 – The Fallacy of Accuracy                                                                                                                                                                           |
| February 24, 2016 | Chapter 7 – Offender Signature and Case Linkage  
| March 2, 2016 | Chapter 8 – Staged Crime Scenes – Literature & Types                                                                                                                                                         |
| March 9, 2016 | **Mid-Term Exam (Essay)**  
Student Research Article Summary Due                                                                                                                                                                     |
| March 16, 2016 | **Spring Break**                                                                                                                                                                                             |
| March 23, 2016 | Chapter 9 – Investigative Relevance  
| March 30, 2016 | Chapter 11 – Criminal Profiling as Expert Evidence                                                                                                                                                         |
| April 6, 2016 | Chapter 12 – Where to From Here?  
| April 13, 2016 | Chapter 15 – Serial Rape  
Student Research Article Summary Due                                                                                                                                                                     |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>April 27, 2016</td>
<td>Chapter 16 – Understanding Serial Sexual Murder: A Biopsychosocial Approach</td>
</tr>
<tr>
<td></td>
<td><strong>Research Paper Due</strong></td>
</tr>
<tr>
<td>May 4, 2016</td>
<td>Continuation of Chapter 16 – Understanding Serial Sexual Murder</td>
</tr>
<tr>
<td></td>
<td>Chapter 18 – Motivations: Offender and Victim Perspectives</td>
</tr>
<tr>
<td></td>
<td><strong>Student Research Article Summary Due</strong></td>
</tr>
<tr>
<td>May 11, 2016</td>
<td><strong>Final Exams – Essay &amp; Objective measurements</strong></td>
</tr>
</tbody>
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## CJ 420 Crime Profiling
### Grading Rubric for Research paper

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Excellent (70-65 pts)</th>
<th>Good (64-56 pts)</th>
<th>Fair (55-41 pts)</th>
<th>Poor (40-0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Development</strong></td>
<td>Content is comprehensive and clear; a depth of knowledge is evident; a synthesis of the subject area is evident; statement of research question obvious and well stated; literature review is well integrated into paper, not placed end on end</td>
<td>Content is accurate; focus of question or interest of paper is somewhat obvious; synthesis of review of literature is presented but lacking in organizational presentation; transition statements are not as clear as they should be</td>
<td>Content is incomplete, inaccurate, and/or focus of paper is slightly presented, needing more detail; literature review is marginal with little coherence; transition statements are absent</td>
<td>Content is plagiarized (cut and pasted), copied; focus of paper is obviously missing or omitted; literature review is almost absent but if present then not coherent; information in paper is not presented in a flowing manner</td>
</tr>
<tr>
<td><strong>Format, Organization &amp; Structure</strong></td>
<td>Ideas and information are organized, clear and easy to follow; an understanding of the material being presented is evident; paper is insightful; student appears to understand material &amp; topic presented</td>
<td>Ideas and information are mostly easy and clear to follow; generally demonstrates understanding of the subject matter; body of paper indicates ideas are thought out and demonstrate an understanding on the part of the writer</td>
<td>Organization and structure are confusing; paper is too long or too short, not appropriately dealing with the subject matter; information presented but not adequately and writer missed opportunity to share or comment appropriately</td>
<td>Format does not meet minimum expectations for college writing; organization and structure unacceptable; evident guidelines for paper not followed; apparent student did not understand topic or simply mishandled the topic or focus of paper</td>
</tr>
<tr>
<td><strong>Style of writing (APA, ASA, MLA)</strong></td>
<td>References effectively used, correctly cited in body of paper &amp; in reference listing; uniformity is obvious in the presentation</td>
<td>Most of references are effectively cited; provided references are appropriate and appear to substantiate the topic</td>
<td>References not effectively used; but present; style of writing does not show uniformity</td>
<td>References not listed or poorly presented and not supportive of the topic as expected; style of writing not followed</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Structure of paper is easy to follow; paragraphs well-built and transitions are clear; sentences are clear &amp; writing is at an advanced level</td>
<td>Paper contains very few errors in grammar, punctuation, or spelling; length is near expected standard; margins and font appropriate</td>
<td>Paper contains several errors in grammar, punctuation or spelling; length is less than expected</td>
<td>Far more errors than should be; evident paper was not proofed; length is less than requested</td>
</tr>
<tr>
<td><strong>Non-Bias Voice</strong></td>
<td>Information has academic/analytical tone; personal opinions or preconceived notions/ideas are stated in ales than dogmatic manner; support for ideas (although held personally) is presented in a way that reader can discern appropriate information</td>
<td>Information has mostly academic/analytical tone; personal ideas are presented in an acceptable manner</td>
<td>Information has some academic/analytical tone; personal ideas and opinions not supported by references, etc.</td>
<td>Information has little academic/analytical tone; many personal ideas and opinion not supported with any reasonable prior research or literature</td>
</tr>
</tbody>
</table>
Attachment A: Instructions for Research Article Summary Selected by Students

Instructions for writing Research Article Summary Exercise

Naturally, you want to provide the bibliographical information of the research article first. Place this at the top of the page (center it) and it should contain the following information:

- Name of author(s)
- Year of Publication
- "Title of Article"
- *Title of Journal*
- volume (issue # if known): complete number of pages

For Example


Now, proceed to summarize the article:

1. Make sure you describe the focus, purpose, or goal of the article. These should all be the same. To make this easier to read, students should probably identify these as headings, such as follows.

   **Focus, Purpose or Goal of Article**

2. If a sample was used in the research then describe the sample and identify how it was collected or selected. If the article is a theoretical piece then there will be no sample and if that is the case then simply omit this area.

   **Sample**

3. Describe the finding(s) of the research. What was the author(s) able to establish from the research should be described, discussed here.

   **Findings**

4. What conclusions did the author(s) draw or write in the article? So make this a conclusion session which should be different from the findings.

   **Conclusion**

5. In your last paragraph (or more if needed) develop a statement (brief discussion) of how this article fits into the understanding of the focus of the class, crime profiling. Relate the article/research to what we have talked about during this semester, criminological theory.

   **Article's Application**