

PSYC 252 COURSE OUTLINE

John Conklin

Camosun College
Winter 2005

Text: Bartol, C.R. (2005). Criminal Behavior: A Psychosocial Approach 7th ed. . Upper Saddle River, New Jersey: Pearson Education

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I. Course Description

Psychology 252 (An introduction to criminal and deviant behaviour), is a course that considers those psychological variables relevant to behaviours labelled as criminal or deviant by Canadian society. Specific emphasis will be placed on the functional and psychophysiological theories of the causes of these behaviours. Specific references to criminal patterns such as murder, rape, arson, etc., will be made. Current and projected treatment approaches will also be considered along with related topics such as criminal profiling. The course will also look at the psychological effects of crime on victims and the various ways that psychology contributes to the Canadian criminal justice system.

II. Course Requirements:

Psychology 252 is a second year course so I will make certain assumptions about your background in psychology and your intellectual and research skills. I will assume that you have a general grounding in psychology including methods of research, the basics of schools or approaches to psychology, and an overview of the content areas of psychology such as sensation, perception, learning, abnormal, developmental, social, etc. For example, if I mention the difference between correlational research and experimental research or the relationships between operant conditioning and classical conditioning I will assume that no explanation is needed.

I also assume that you have written a research paper, are somewhat skilled at finding primary source material in a library and on the Internet and understand the rules of citing sources in research papers. Have a look at the Research Paper Guidelines provided with the WebCT material for this course and the APA citation guidelines developed by the the Camosun Psychology Department. Both are provided in the WebCT table of contents. You may not be familiar with the intricacies of APA (American Psychological Association) style, but I assume that you are familiar with some style and can adapt to APA style. There is also a pointer off the WebCT homepage for this course to various guides to APA style.

The most important thing to know is that whenever you borrow ideas from another source you need to cite the source of those ideas. Thus, you often need to cite sources even when you have not quoted. When you borrow ideas you cite the author and year. When you quote you cite author, year and page or paragraph number. On the other hand, you don't need to cite a source after every sentence. Cite a source when you are finished borrowing from it, when you are switching to another source, or, if you borrow only from one source within one of your paragraphs, cite at the end of the paragraph.

III. Course Organization

This course is organized in two distinct ways. The first is quite traditional involving lectures, seminars, written assignments done on your own, and tests. The second involves using computers and the internet to facilitate

research, self-study and communication with me, other students and perhaps others in other parts of the world who are researching similar topics. WebCT is a computer program that facilitates teaching and learning using the resources of the Internet. This outline, the course syllabus, weekly lecture notes, weekly assignments, grade sheets, practice tests and pointers to a variety of educational sites on the Internet are provided in the WebCT supplements to this course. Each of you, will have a user ID for WebCT.

You will be given a user ID and a password for this course and instructions in how to use WebCT during the first lecture and seminar.

Perhaps the most important tool in psychology, in science in general, is critical thinking. We live in a world that is virtually awash with ideology, propaganda and general non-sense. Science is a tool that offers some suggestions for ways to clean your lenses so you can have a better look at the world as it is rather than the way you have been conditioned to believe it is.

IV. Marking

ASSIGNMENTS		Marking System			
Weekly Assignments + practice tests	10%	A+	94.5%-100%	B-	69.5%-74.5
Article Review	10%	A	89.5%-94.5%	C+	64.5%-69.5%
Mid-Term Exam	25%	A-	84.5%-89.5%	C	59.5%-64.5%
Research Paper	25%	B+	79.5%-84.5%	D	49.5%-59.5% Second
Exam	30%	B	74.5%-79.5%	F	0-49.5%

ASSIGNMENTS

In general all work and assignments must be handed in on the due date. My preference, for papers, is that you email them to me from within the WebCT system. This way I have a permanent record of the paper, and I can mark it and return it to you via the same system. You can, if you wish, hand papers to me. Be sure to put them in my hand on the date they are due or before, don't put them under my door. If an emergency or serious problem comes up prior to the exam or due date you may apply for an extension. This must be done in person before, preferably well before, the date in question. Work occasionally goes missing at an institution so you are responsible for keeping a copy of all work handed in. A good way to avoid lost work is to hand your work in as an e-mail attachment. I will show you how to do this in the WebCT e-mail system. All written work must be in APA format. The tests for this course will be given on computer in the computer lab using the WebCT testing system. This makes marking easier and quicker for me and marking essay questions that are typed is much, much easier and more accurate than trying to read 100 versions of handwriting. If you are still too slow at a keyboard, you may take the multiple choice and matching on the computer and hand write the essays.

WEEKLY ASSIGNMENTS

Each week there will be an assignment that can usually be done in a variety of ways. To obtain credit for the weekly assignments you need to bring the results of your work to seminar, hand it in and participate in the discussion about the assignment. If you are doing Internet assignments you will need to bring a print-out of your results to seminar and hand that in. Sometimes the weekly assignment is as simple as reading the assigned chapter, writing a question or two about what you have read, and bringing it to seminar. Some weekly assignments will occur in lecture. I will collect assignments in seminar. In total there will be 12 opportunities to hand in these assignments and a total of 10 will count toward your mark (1/2 percentage or mark each). You can miss two with no loss of credit. There will also be weekly practice tests on WebCT. Each is also worth ½ percentage or mark and if you get

50% on these you will the mark. They are timed, but are open book tests. They must be completed before the relevant lecture.

ARTICLE REVIEW

The basis of most research in psychology is in knowing the nature of what has come before. Most research is designed to test a theory (explanatory model) by devising an experiment or set of observations that would develop in a particular direction if the theory is correct. But a theory is never created wholly out of the present; it is based on the past, on previous thinking and experimentation. Most research reports begin with a review of previous literature. This assignment involves obtaining some previous literature, from a psychological journal, and summarizing it briefly. Don't try to summarize the whole thing, procedure, statistics, etc. Focus mainly on the **theory (explanatory model)** being tested and what their results said about that theory. You can also use journal articles from other disciplines, such as criminology as long as the article is a primary source and empirical in nature. Decide on topic, search an index, usually "Psychological Abstracts", [called PsycInfo in the library computer system] obtain a copy of the article, read it, and summarize it. EbscoHost is also a great source for full text articles that you can research from any networked computer. **See the article review guideline** and example in the WebCT material. This assignment will run to about **250 words**. If you are using an article obtained from the Internet or an Internet based database, the Internet address will be contained in the reference list at the end of your article. Be sure to include a reference section at the end of your review; yes, you need a list of references even if you used one source. Cite the article you are reviewing, in APA style, in the body of your review when appropriate, but at least once.

You should have a title page, body and Reference

section also on a separate page. Double space the body of your paper. Send your paper to me as an attachment in the WebCT email system. If you use MSWord send it as a Wordfile (.doc) If you are use another word processing system save your file as a "Rich Text Format" (.rtf) file and attach that.

RESEARCH (REVIEW) PAPER

See the Research Paper Guidelines in the WebCT materials. A review paper is one that gathers the most recent relevant information about a topic, organizes it and presents a summary of findings. A typical topic would be the current state of theories or models of the cause of psychopathy. A writer would find several primary source articles, organize their content and present a summary that basically answers the question: "what is the current state of our understanding of the relationship between psychopathy and crime?" There may be several competing theories in which case the paper would be organized along the lines of a compare and contrast paper that draws conclusions. This paper should be a minimum of five pages or about 1250 words (5x250) exclusive of the title page and reference list. It should include "several" sources (10 is about the average), mostly primary sources. Textbooks, encyclopaedias, and the like are not appropriate sources for research papers and should be used only in rare circumstances. The reference list should contain only sources actually used for the paper, no filler please.

If you would like to do something different or creative for this paper come and see me with your ideas. It could be possible, for example, to construct a series of WebPages that are equivalent in work and scholarly content to a traditional research paper.

EXAMS

There will be two exams during this course. The first, about half way through, will cover the material to that point. It will include multiple choice questions, short answer and essay questions. The second exam will be a comprehensive exam covering material from the whole year. 33% of the final exam will be from before the midterm and 66% from after the midterm.

Flexibility:

The above is well organized and sensible, but it may not suite your learning style. If you would like to make some modifications in the way you take the course please come and discuss it with your instructor. For example, some people just hate multiple choice tests so we could arrange tests for you that are all essay, or we could arrange a course that is all papers, no tests at all. The only thing we would not feel comfortable arranging is an evaluation scheme that was all multiple choice tests, no writing, no integration of knowledge. This must be arranged and agreed to by both of us before the end of the second week of classes.



Last Updated:

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