

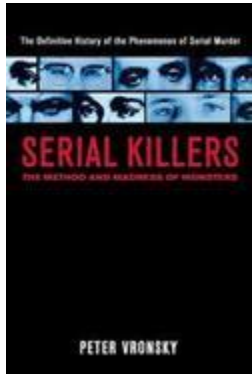
Serial Killers CRIM/ CJ 4315 FALL 2025
On-line
Sul Ross State University

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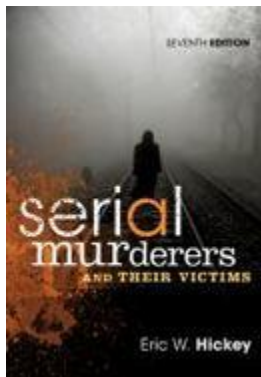
Books:

REQUIRED

Textbook: Serial Killers
ISBN-13:9780425196403
ISBN-10:0425196402
Author: Peter Vronsky



Textbook: Serial Murderers and Their Victims
ISBN-13:9781305261693
ISBN-10:1305261690
Author: Eric Hickey



SUGGESTED

Text: *Whoever Fights Monsters*
Authors: Robert K. Ressler and Tom Shachtman
ISBN: 978-0-312-95044-6

Text: *The Big Book of Serial Killers: An Encyclopedia of Serial Killers*

Author: Jack Rosewood

ISBN: 978-1548119645

Resources: JAMES FALLON

<https://www.youtube.com/watch?v=u2V0vOFexY4>

<https://www.youtube.com/watch?v=WSatsGU5UKQ>

https://www.youtube.com/watch?v=fzqn6Z_Iss0

Course Description: This class examines Serial Killers worldwide. This class will examine the theories on root causes of their behaviors as well as their impact on society.

Grading: There will be two exams throughout the semester, with questions drawn from the readings and the supplemental materials posted by the professor.

These two exams will be worth 20% each, 20% = Chapter quizzes, 20% = assignments

Your paper will be the remaining 20%

Assignments: *Assignments must be turned in by the due date set.*

Grammar and spelling as well as content are graded. Develop a well thought out answer, these are short answer/essay questions, make sure you treat them as such. **One or two sentences does not an essay make!** You will need to discuss, give examples, and explain/give details.

If you have trouble uploading you may send your responses as an attachment in an e-mail. Do not wait until the last minute to turn in your work.

Note to Students: The acceptable formats for assignments submitted for this course are Word.doc, .docx, .pdf **If I cannot open your attachment, I cannot grade it.**

Quizzes: Quizzes will be True/False, multiple choice, short answer etc.

Exams: There will be two exams, one mid-term and a final. **There will be no makeup exams or quizzes.**

ONLINE CLASSES

#1 Student Effort = Student Success

Online classes are not for everyone. Success with this format takes a great deal of self-motivation. Students should realize that they will work just as hard in an online class as they would in a traditional course.

#2 Online Classes Demand Excellent Time-Management Skills

Online classes may let you study whenever you want to, but do not think you'll spend any less time studying. Do you wait to the last minute to do your work? Are you easily distracted? Do you have trouble setting goals and reaching them? If so, online classes might not be for you.

#3 Online Classes are as Difficult as Traditional Classes if not more so for some students:

You might be able to take them on your own schedule, but that does not make the course any easier. Without strong time-management skills, the advantages of online classes quickly become disadvantages. Add to that the challenges of learning through a computer, and it could quickly become a more difficult than a traditional class.

Late Assignment Policy: There will be **NO** make-up assignments, DB, quizzes or exams. Students should consult the course calendar to see course assignments and due dates.

Note: Links to assignment submission links will become unavailable after their due dates.

Technology Requirements:

Blackboard is a course management tool that is an integral part of this course. You are required to check Blackboard on a regular basis to keep abreast of course developments. Several Blackboard features are utilized throughout the course including email, course documents, the discussion board, grade center, external links, and SafeAssign.

This course requires a significant amount of online activity. For students to participate and progress in this course the following is required:

1. Basic computer skills
 - a. sending and retrieving emails
 - b. the ability to open files and attaching files for course assignments
 - c. locating websites and other resources on the internet
2. Internet connectivity
 - a. regular access to the internet
 - b. alternative locations for internet access (i.e., on-campus library, friend's house)

Any additional reading materials, resources and other information will be posted in blackboard under the heading "Resources." Students will be notified on how to access this information by the instructor via email as well as by blackboard announcement.

Assessment Rubric:

The homework assignments will be graded with an answer key created by the Instructor.

Students will be provided access to their homework grade via the blackboard grade center, along with feedback on the correct responses for the homework assignment.

Any student needing special assistance on any aspect of the class needs to contact the instructor immediately.

Support for students with disabilities

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact the Disability Services Coordinator, in Counseling and Prevention Services, Ferguson Hall 112, Box C-117, (837-8203

ADA Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek

accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Rebecca Greathouse Wren, M.Ed., LPC-S, Counseling & Accessibility Services, Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu. For more information see: <https://www.sulross.edu/page/1384/accessibility-services>

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Attendance: Students are expected to check Blackboard regularly for assignments and pertinent information.

The Department of Criminal Justice feels very strongly that attendance is a direct predictor of student classroom success. Therefore, the faculty of the CJ department as a group, will enforce student attendance policy. Students are expected to log in for updates, homework, discussion board and quizzes, pop quizzes and exams. Failure to log in will result in being dropped from the course for failure to attend.

It is the **student's responsibility** to inform the instructor to any event that would cause the student unable participate. Students may email, text, or call me.

Attendance is important! Attendance demonstrates maturity, responsibility, and a serious attitude toward education. Many times, students wish letters of recommendation from their instructors. Prospective employers or graduate programs are all interested in a student's class attendance record.

Academic Dishonesty/Plagiarism:

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.
- To avoid plagiarism, do not "copy and paste" into assignments without using proper quotation marks and citing, in APA format, the source of material.

Students should consult the Sul Ross State University Student Handbook for further details.

Plagiarism:

Avoid plagiarism-ignorance is not an excuse for unethical academic conduct. Here are the rules and resources to help you avoid any problems with plagiarism.

- Direct Quotes: Whenever you directly quote someone else, you must provide a citation to the source of material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your reference section.
- Paraphrasing/Indirect Quotations: Whenever you indirectly quote someone else, you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
- Using Other's Ideas: Even if you compose an entire paragraph of writing in your own words, if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- Collaborative Work: If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- Altering or Revising Another's Work: If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you both are guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

Consequences of Academic Dishonesty/Plagiarism

All violations of academic policy are documented and made a part of the student's academic record. When academic dishonesty is confirmed, the student will immediately be notified of the incident, which may result in one or more of the actions listed below:

- Reduction in grade on the assignment on which the violation occurred.
- No credit on the assignment on which the violation occurred.
- A failing grade for the course.
- Suspension or dismissal from the college.

Dropping the Course: Any student who wishes to drop the class for any reason is advised to follow the proper procedures outlined by Sul Ross State University. Failure to do so may result in an "F" grade. **Students should consult the Sul Ross State University Student Handbook and/or university catalog for further details.**

Paper: There will be several short papers as assignments and one long Paper, which is worth 20% of your overall grade. The paper will be at least 8-10 pages long. Your paper will cover a specific serial killer, or you may compare/contrast two or three different killers. The more interested in the subject you are, the easier the paper is to write.

Papers will be **APA** format. Students must follow instructions **failure to do so will result in an "F" for the paper.**

Paper will be in APA format, 12-point font in Times New Roman or Courier/ Courier New, 1" margins, and double spaced.

For those of you not familiar with APA style I have provided a link to a great site

<http://owl.english.purdue.edu/owl/resource/560/01/>

Abstract: Is due September 20th, 2025, this will be counted as an assignment so make sure you turn it in!

Students may turn in rough drafts any time before November 11, 2025. Papers are due November 20th, 2025. **Late papers will not be accepted**

The Library exists to provide learning resources and services necessary to support your educational, research, and information needs. Use the Library and the Archives of the Big Bend to your advantage! You can get help in person, over the phone, by chat or via email. Visit library.sulross.edu for more information.

Supplementary Guide for research paper

Research paper: 8-10 pages of actual text, your cover page and Reference page are not part of your text.

APA format/style

A research paper is **not opinion**; students need to include information from at least three scholarly sources; *Wikipedia* is **not** a scholarly source.

Please utilize the web site on your syllabus for help. Students may turn in rough drafts any time before November 11, 2025.

Papers are due November 20, 2025. This is worth 20% of your overall grade. *Late papers will not be accepted*

General APA Guidelines:

Paper is to be typed, double-spaced with 1" margins on all sides. You should use 12 pt. Times New Roman font or a similar font such as Courier/ Courier New.

Abstract: Is due September 20th, 2025

Your abstract page should already include the page header. On the first line of the abstract page, center the word "Abstract" (otherwise unformatted, no bold, italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. Your abstract should be a single paragraph double-spaced.

Keep in mind the purpose of the writing assignment.

Writing can have many different purposes. Here are just a few examples:

- Summarizing: Presenting the main points or essence of another text in a condensed form
- Arguing/Persuading: Expressing a viewpoint on an issue or topic in an effort to convince others that your viewpoint is correct
- Narrating: Telling a story or giving an account of events
- Evaluating: Examining something in order to determine its value or worth based on a set of criteria.
- Analyzing: Breaking a topic down into its component parts in order to examine the relationships between the parts.
- Responding: Writing that is in a direct dialogue with another text.
- Examining/Investigating: Systematically questioning a topic to discover or uncover facts that are not widely known or accepted, in a way that strives to be as neutral and objective as possible.
- Observing: Helping the reader see and understand a person, place, object, image or event that you have directly watched or experienced through detailed sensory descriptions.

Your paper should be over someone you find interesting, I get papers on the same 4-5 people, take a deeper dive and find someone not as well known. Remember it is easier to write about something you find interesting, so think about similarities in different known killers, what *creates* these people, nature v nurture etc. If you have any questions contact professor.

Criminal Justice Undergraduate Student Learning Objectives

UG-CJ-SLO1: Student will be able to demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities.

UG-CJ-SLO2: Student will be able to demonstrate knowledge of criminological theories and apply those theories to an analysis of practical criminal justice events.

UG-CJ-SLO3: Student will be able to demonstrate a working knowledge of the specific language of the Criminal Justice System, ability to identify the individual parts and costs associated with the Criminal Justice System and demonstrated knowledge in recognizing the political influences on the CJ system.

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. Analysis & Use of Information. Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information. Students will apply the constant self-reflection that is required to be an effective criminal justice philosopher/practitioner amidst American diversity in race, ethnicity, gender and class and display such thought and critical analysis in discussion and a variety of course assignments.

* Students will analyze and apply current research on gender in criminal justice, focusing on the issues particularly important to women when considering the impacts and effects of gender and race in criminal justice

* Students will demonstrate integration and synthesis of knowledge, ideas, and approaches, reaching beyond traditional or orthodox approaches and perspectives, to issues regarding the roles and experiences of women as practitioners, offenders, and victims in the criminal justice system

MARKETABLE SKILLS FOR CRIMINAL JUSTICE BS PROGRAM

Marketable Skill	Verbal and Written Communication Skills
Dissemination Plan	<ol style="list-style-type: none">1- Encouraging students to prepare and present oral presentations to the general and professional audiences, including their classmates, experts, scientists, laypersons, and government officials, on several topics related to their majors.2- Encouraging students to prepare and compose written reports, essays, and scientific publications on various topics related to their majors.3- Demonstrating mastery in Microsoft Office Suite to create visual aids, graphs, tables, and charts and file sharing platforms such as Dropbox, and Google Drive.4- Emphasizing the importance of active listening, giving full attention to the details, note taking, asking appropriate

	questions, and interviewing in Criminal Justice related professions.
Marketable Skill	Accessing Resources with Crime Data. Work with Numbers and Demonstrate Quantitative Skills
Dissemination Plan	<ol style="list-style-type: none"> 1- Encouraging students to explore and identify most current crime data from various local, regional, national, and international data resources. 2- Demonstrations mastery in crime data analysis and interpretation. 3- Demonstration mastery in crime data presentation software and applications such as Microsoft Excel and Crime Mapping
Marketable Skill	Critical Thinking and Observation
Dissemination Plan	<ol style="list-style-type: none"> 1- By using case studies and scenarios, encouraging students to utilize all available information to dismantle complex problems which they may face during their future professional career. 2- Encouraging students not only to identify and analyze the problems but also identify and implement the possible alternative solutions by using critical thinking.
Marketable Skill	Teamwork and Working Collaboratively
Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of team work and coordination in Criminal Justice related professions. 2- Establishing trust within group/team members, and ensuring contribution from all members by utilizing group/team projects. 3- Encouraging students to reconcile and benefit from the differences within the group members.
Marketable Skill	Multicultural Understanding.
Dissemination Plan	<ol style="list-style-type: none"> 1- Emphasizing the importance of working with people in different groups characterized by race, ethnicity, gender, socioeconomic class, religion, and other differences. 2- Encouraging the students to be aware of cultural diversity and existence of various groups in the society which they are living. 3- Highlighting the importance of awareness of other's beliefs and behaviors and building skills to communicate and function effectively in multicultural settings.
Marketable Skill	Analyzing the Factors Contributing to Crime

Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing personal, biological, social, and other theoretical explanations of the root causes of crime in society. 2- Emphasizing the importance of gathering information, critical thinking, scientific observation, analytical thinking for analyzing social problems.
Marketable Skill	Legal Codes & Procedures and Safety
Dissemination Plan	<ol style="list-style-type: none"> 1- Introducing the current laws and policies related to the students' majors. 2- Encouraging students to explore and identify the resources to obtain the most current updates of legal codes and procedures. 3- Introducing hands-on applications and emphasizing the importance of adherence to safety standards in Criminal Justice related professions.