

Psychology and Law Syllabus

Psychology 3960 Fall 2023

How do psychological tools (interviewing, lie detection, eyewitnesses) help us to identify who committed a crime?

How do we deal with people who commit crimes?

How does psychology influence how police officers, lawyers, judges, & jurors do their jobs?

Professor: Kara Moore, Ph.D. (she/her)
Office: Social and Behavioral Sciences 1034
Office Hours: W 2-3pm; by appt
E-mail address: kara.moore@utah.edu

Term: Spring 2023
Course: Psychology 3960
Location: Online

Course Description: The new psycho-legal literature reviewed with emphasis on the psychological basis of voir dire, eyewitness behavior, courtroom persuasion, jury deliberation and mental health issues.

Teaching Assistants

Undergrad TA: Alyssa Gurr	Email: u1382991@utah.edu
Office Hours: by appt	Contact about: course content, participation and reflection papers

Materials:

- Books
 - Good news! There is no required textbook for this course. If you wish to obtain a textbook to aid in your success, I recommend:
 - Greene, E., & Heilbrun, K. (2013). *Wrightsman's psychology and the legal system*. Cengage Learning, 8th edition.
 - Bartol, C. R., & Bartol, A. M. (2018). *Psychology and law: Research and practice*. SAGE Publications.
 - *This is an online course.* All lectures, resources, assignments, and correspondence are accessed entirely online through Canvas.

Course Goals

1. To gain a broad knowledge about conceptual and methodological issues relevant to psychology and law.
2. To strengthen your ability to think critically about theories and data in psychology and law.
3. To understand and be able to apply the implications of psychology and law research in the lab and the real world.

4. To provide an opportunity for you to practice communicating your thoughts and ideas about psychology and law topics clearly and effectively.
5. To understand the psychological limitations that every human has and their implications for the legal system.
6. To understand how systemic racism is embedded in the legal system and how it impacts people of color) individuals, and Black people in particular.

tl'dr: A Summary of Our Online Course

Our course content is organized chronologically under the Modules tab (our course's homepage) in Canvas. You can access everything you need for the class from that page. I'll post the content for the week by the beginning of the week. You'll take open-note quizzes. You'll read primary source research articles, news, and listen to podcasts. You'll write brief summaries of this content. You'll engage in discussion with your peers. There is assignment deadline flexibility and I drop your lowest grades (see details below). This course will be fun and will challenge you to learn and build new skills. It may seem overwhelming at first, but with effort this class is very manageable, and most students earn As and Bs in this course!

Class Structure and Expectations

Student Expectations

I hope that you will be able to engage regularly with the course content, your instructor (me!), and your classmates! I understand that life (e.g., illness, emergencies, etc.) may sometimes cause you to miss out on engaging in the course. The class has built in support for these circumstances, and I am happy to consult with you about how to handle this regarding class.

Instructor Expectations

I will give you the best educational experience I can! I will be available via class, group discussions, email, and office hours to consult with you about your success in the course.

Engagement

The course is designed to be engaging to help you to learn! This class will require your active participation and will likely challenge you (in a good way!). Research shows that actively engaging with material enhances your learning (plus learning is more fun that way)!

Flexibility

I have designed this course to be flexible to help make room for some absences and missed assignments. Make use of that flexibility, especially before asking for additional flexibility. Be careful though, this flexibility can be a double-edged sword: You are responsible for engaging in all aspects of the course to ensure your success.

Course Content

Training. Training refers to the course content that you will consume. It includes readings from a variety of sources (e.g., textbooks, primary source research articles, non-fiction books, & newspapers), videos, and podcasts. Yay!

Lecture. Lecture refers to live, in-person lecture and the recordings of the lecture that I post on canvas. These videos will be much shorter than a traditional lecture and will be broken down by sub-topic.

Consuming the content is important to your success in this course. You'll consume the training and lecture content and use it to reflect, collaborate, develop content, and demonstrate your knowledge. It is necessary that you pay careful attention to and engage with the training content before it is scheduled to be discussed (see course schedule at end of syllabus). Engaging in active study methods will improve your learning and memory of the material. I recommend you consume the content in the order on the course schedule.

Respecting Others

This class should be considered an open forum to discuss ideas and concepts related to psychological science. Please be respectful of the people around you. Disrespectful comments or behaviors toward any group (whether represented in class or out of it) are not acceptable. In this way, we can hopefully have some challenging and interesting discussions about psychological science in which everyone can be comfortable and feel valued and respected.

Technology

On Canvas, you'll have access to all of the course content, instructions for assignments, and portals to submit your assignments. Please check our course's canvas page and your Utah email at least once a day throughout our course. We can use a videoconference platform for virtual office hours, but no personal account is required to join it.

Research shows that multi-tasking harms engagement, learning, and memory. To that end, please minimize distractions when you are engaging with the class material. I recommend you put away devices that are not class related while doing class work.

Assignments and Tasks

Participation

You will collaborate with your peers to evaluate and expand on the training content, and to discuss interesting and important topics. You will earn points for the **level and quality of participation**. Instructions on how to be a quality participant and a rubric are available on Canvas. I will do my best to make engaging in class as comfortable as possible for you.

Participation happens in live time with your peers so an extension doesn't work. Instead, I will drop your 3 lowest participation grades. If there are extenuating circumstances where you need to miss more participation grades, please speak with me privately as soon as possible.

Participation is worth 30% of your final grade. I will drop your 3 lowest participation grades.

Reflections

Each unit you will create a reflection paper (in the field of law you would call them Briefs) highlighting the key points of each training material. A reflection paper consists of a brief summary of the most important points or components in the training content. The reflection

paper should be brief, concise, and completely in your own words. **Detailed guidelines are available on Canvas.** Your reflection paper enables you to be an informed participant.

To implement more graciousness into our grading system, some reflection papers will be assigned effortful completion grades. This type of grading will be done at random and not announced in advance. When an assignment is graded based on effortful completion, you will earn full points for submitting a complete reflection paper written in your own words.

I will drop your 3 lowest reflection paper grades. If there are extenuating circumstances where your engagement is or will be affected on more than 3 assignments, please be in communication with me as soon as you can so I can consult with you and advise you on the best course of action.

Reflection papers are worth 30% of your final grade. I'll drop your 3 lowest reflection papers.

Quizzes

You will take a weekly quiz on each unit. Research in cognitive psychology shows the best way to remember information over the long term is to practice studying and remembering it over time. The course material will be presented sequentially and almost *everything you learn will be based on of an earlier part of the course*, so it is essential to your success that you be able to integrate information from different units in the course. Quizzes will be completed on your own but you may use your course materials. Each quiz may be taken twice. Each quiz will contain a random assortment of questions from my quiz bank so you may see entirely different questions than your peers.

I recommend you follow the calendar with the due dates I set, but you may complete the quizzes at any time with no penalty. No need to ask for an extension. Though, I will check-in on you if you have missed several quizzes without communicating with me.

Quizzes are worth 30% of your final grade. Flexible deadlines and I will drop your 3 lowest quiz grades. Note: Zeros have to be manually entered for these assignments so if you are missing assignments there may be unaccounted for zeros in your grade.

Research Experience

Understanding the nature of research and how it is conducted is an essential part of learning about psychology. Students in this course will obtain first-hand experience with research by:

1) Being a volunteer participant in research studies. In addition to learning about research, you will also be making a valuable contribution to the research mission of OSU.

2) Reading and summarizing published journal articles.

Students must earn 4 research credits, by any combination of the activities just described. Students may earn an additional 6 credits from in-person research studies for bonus points.

Earning all 4 research credits should take approximately 4 hours of your time. If you engage in being a volunteer research participant any part of your research experience, one half of your credits must come from in-person studies. If you are enrolled in the online degree program, all your credits may come from online studies.

The research experience is worth 10% of your grade. This assignment does not have flexible deadlines because deadlines are enforced by the department, not by me.

Grades

The following is a breakdown of points and percentages for the various assignments over the course of this class:

<u>Requirements</u>	<u>% total</u>	<u>Grade</u>	<u>Percentage</u>
Reflection Papers	30%	A	90-100%
Participation	30%	B	80-89%
Quizzes	30%	C	70-79%
<u>Research Experience</u>	<u>10%</u>	D	60-69%
Total	100%	F	Below 60%

Grade calculation resource: http://www.benegg.net/grade_calculator.html Using the grade calculator will allow you to know what is mathematically possible with your grade and what future average you need to achieve each letter grade.

Policies

Class Policies

Office Hours

If you need to speak with me synchronously, please first determine if you are available to attend any of my office hours. Office hours will be held over Zoom. Office hours are drop-in only making an appointment for them is not necessary or possible. You do not need to reach out to me in advance to request to attend or let me know you are going to attend office hours. If you are NOT available during office hours or would like to meet in person, please email with your availability for the week to set up an appointment.

Contacting Me

I look forward to talking with you about course material, the field of psychology, or other academic-related topics! I generally respond to email in a timely manner but I do not usually respond to email outside of business hours (e.g., M-F 9-5pm). Sometimes there are work-related things that take me away from my email, so it is important to think through when you are most likely to have questions, such as around deadlines. You will likely need to think of questions in advance of deadlines, or risk not having your questions answered.

Email Requests:

1. Please address me as Dr. Moore and/or Professor Moore. I don't like to be called Ms., Miss, or Mrs. This applies to e-mail as well as real life.
2. Feel free to email me at any time, but please be aware that I will not respond immediately.
3. Include your full name, which course you are in, and write complete sentences.
4. If it has been more than 1 business day since you emailed me, and you need a timely response, please send me a polite, detailed reminder by replying to your original email.
5. Be as specific as possible in your email so that I understand your question.
6. Finally, note that although e-mail may seem private and secure, sending an e-mail is roughly like sending a postcard through the regular mail. While I will keep the information you send me via e-mail private, there is no guarantee that the information you send is secure.

Information on Assignment Extensions

This class relies on your engagement with me, each other, and the material. This is why I set due dates. That being said, if you need an extension on an assignment(s), you can usually have it. You do not owe me an explanation. I may also be able to connect you to people/resources to help you if you need help. Everything about extensions and late work is listed with the assignment type, but below there is some additional information about extensions for reflection papers.

Reflection Papers. I will drop your three lowest reflection “paper” grades so you can miss some if needed. Your first 3 extension requests will be considered with no questions asked. Email me and cc our TA in advance of the deadline for an extension. Ask before the deadline to maximize the odds of receiving an extension.

How to ask for an extension, a template:

To: Dr. Moore

Cc: TA

Subject: Psy 3960 [Assignment Name] Extension Request

Body: “Dr. Moore, I am [first name, last name]. I am in your PSY 3960 Psychology and Law class. I am not going to meet the deadline for [insert assignment name(s) here]. I know your default extension is 24 hours [and that is enough time for me] or [but I could use more time, may I turn it in by [date and time]]. Please let me know if this request cannot be honored, otherwise I will proceed according to the new deadline.”

Academic Integrity

For this class, maintaining academic integrity especially means a) writing reflection papers completely in your own words with no quotations or help from AI, b) completing quizzes on your own and not sharing questions or answers, and c) developing your own ideas and resources to contribute to participation. Make sure to be familiar with the University of Utah’s academic integrity policy as it applies to our class (see U policies below).

Plagiarism Policy

Please be sure all sentences are in your own words or fully paraphrased if you are using someone else’s ideas. The following examples show what is and is not acceptable.

- **Original Sentence:** In brief, gender differences are modest in magnitude, inconsistent with gender stereotypes, and not replicable across cultures. – by Example Author 2023
- **Plagiarized Sentence:** Gender differences are inconsistent with gender stereotypes, not replicable across cultures, and modest in magnitude.
- **Plagiarized Sentence:** Gender differences are moderate in magnitude, incompatible with gender stereotypes, and not consistent across cultures (Example Author, 2023).
- **Acceptable Sentence:** Differences between genders were not very large, did not fit common stereotypes, and varied across the 26 cultures.

Citing a source does not prevent the above examples from being plagiarism. Quotations are not acceptable to use in your writing, as you should write everything in your own words (you can do it, I promise).

Writing

Part of learning to write at a collegiate level includes using appropriate grammar and spelling. Therefore, egregious grammatical errors (incomplete sentences, sloppy editing, poor grammar, frequent typographical errors and the like) may result in a decrease in your grade on all written assignments. Many errors are due to carelessness, failure to run a spellcheck, or not proofreading your work; I recommend carefully reviewing your work prior to turning it in.

Disclaimer

If necessary, parts of this syllabus may be changed to accommodate needs that arise throughout the semester. In the event that this occurs, you will be given an appropriate amount of time to make any needed adjustments to your own schedule. If I need to make changes I will do my best to give you advance warning and allow you enough time to adjust accordingly.

University Policies

1. ***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.
2. ***University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>
3. ***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
 - a. **Lauren's Promise:** Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that

they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

4. ***Academic Misconduct Statement.*** It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. ***Diversity Statement.*** I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.
6. ***Undocumented Student Support Statement.*** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
7. ***Drop/Withdrawal Policies.*** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

8. Student Mental Health Resources

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.

9. **Diverse Supports for Students.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Click the arrows below to expand the content.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.
Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB)

801-581-8151

diversity.utah.edu/centers/CESB/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973

lgbt.utah.edu (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who

attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support

Recommendations

Time Spent Studying for This Course

Many students underestimate the amount of time required to do well in a course. The general rule is that for every credit hour, two to three hours of study outside of class are needed. This class is 3 credit hours so you will need to spend *six to nine* hours each week studying, reading, and completing assignments to be successful in this class. I encourage you to make room in your schedule for this class now, rather than waiting to discover that this course will require more time than you anticipated.

Maximizing Your Effectiveness, Learn More in Less Time

Research in psychology shows that switching tasks (e.g., going from listening to lecture to checking a text or browsing the web) for even a few seconds leads to a great cost in attention. I would encourage you to set aside anything that could be distracting when you engage in our course. It will help you to learn more efficiently. One great strategy is to distraction free for 15-30 minutes then take a short break (reward yourself with social media or snacks) and then repeat.

If you have any problems or concerns throughout the class, please come see me before it is too late. I want you to be successful! I am happy to work with you to help facilitate your understanding of the course material. Please use office hours whenever possible. If you cannot make it to office hours due to other courses or responsibilities, we can try to arrange for an individual meeting time.

Resources

You may experience a range of issues that can cause barriers to learning. Mental health concerns, such as strained relationships, increased anxiety, alcohol/drug problems, difficulty concentrating, and/or a lack of motivation, can lead to diminished academic performance and/or feelings of distress. A lack of access to basic needs including food, housing, or hygiene products, can negatively affect your ability to do well in this course. Whatever your need, the OSU community wants to provide resources to support your needs. The Office of the Vice President for Student Affairs (studentaffairs.okstate.edu), Student Support and Conduct (ssc.okstate.edu), and the Basic Needs Resource Center (basicneeds.okstate.edu) are all available to you. You can also access mental health (<https://wellness.okstate.edu/student-wellness/resources.html>) and overall wellness resources (<https://wellness.okstate.edu/student-wellness/index.html>) to help navigate college life. If you're struggling with any of these, you can also reach out to me and I will do my best to connect you with available resources.

I am really excited to be your instructor this term. I can't wait to see what you learn and how you use your knowledge to make a positive impact on the world!

Course Schedule

Week 1: starts on August 21st	
Topic: Introduction to the Course; Reading Research	
<u>What is due:</u> Read Week 1 Guide Read the syllabus Syllabus Quiz	<u>When is it due?</u> Do this first, and early in the week! Do this first, and early in the week! The Monday of next week (aka August 28 th) by 9am
Week 2: starts on August 28th	
Topic: Interviews and Interrogations	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week (aka August 31st) by 5pm Thursday of this week (aka August 31 st) by 5pm The Monday of next week by 9am Tuesday of next week (because Monday is a holiday) by 9am The Monday of next week by 9am Tuesday of next week (because Monday is a holiday) by 9am
Week 3: starts on September 4th	
Topic: Deception Detection	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 4: starts on September 11th	
Topic: False Confessions	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 5: starts on September 18th	
Topic: Jury Selection	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 6: starts on September 25th	
Topic: Jury Decision Making	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 7: starts on October 2nd	
Topic: Mock Jury	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
NO COURSE WORK WEEK OF October 9th for FALL BREAK	

Week 8: starts on October 16th	
Topic: Eyewitness Memory	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 9: starts on October 23rd	
Topic: Policing	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 10: starts on October 30th	
Topic: Missing Persons	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 11: starts on November 6th	
Topic: Judges and Lawyers	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 12: starts on November 13th	
Topic: Criminal Profiling	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 13: NO COURSE WORK WEEK OF November 20th for FALL HOLIDAYS	
Week 14: starts on November 27th	
Topic: Navigating the penal system	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am
Week 15: starts on December 4th	
Topic: Competency & Insanity	
<u>What is due:</u> Reflection Paper 1 st participation posts Final participation posts Quiz Research experience	<u>When is it due?</u> Thursday of this week by 5pm Thursday of this week by 5pm Monday of next week by 9am Monday of next week by 9am-Set by department, will be posted on canvas
FINALS WEEK: THIS CLASS DOES NOT HAVE A FINAL. Good luck with exams!	

Note: Check canvas for exact due dates (e.g., August 28th).

*The final research experience deadline is set by the department and thus is not flexible.