SPECIAL STATEMENT

This syllabus is to introduce you to the expectations, and many resources that are available to you to help you succeed in the course. One of the best supports the course has to offer is our time and we welcome you to come to our office hours!

We also want to acknowledge that we are starting this course during a very stressful time. We have been dealing with the many impacts of the COVID-19 pandemic for many months. This is a time of uncertainty, physical, psychological and financial stress and we recognize this semester will not be a ‘normal’ semester. We are doing our best to create a course and learning environment to prepare you to succeed in this course and beyond.

Lastly, I also wanted to provide some resources for mental health success (seems even more relevant and important since we are in the PSCY department!). This is a very difficult and historic time, and additional mental health support may be needed such as Practicing Self Care and Survival and the UMD Counseling Center, which is open for virtual appointments. I highly encourage you to use resources available to you!
EVERYONE NEEDS HELP

Most services are free because you have already paid for it, and everyone needs help... all you have to do is ask for it!

- **Talk to me sooner rather than later.** Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course.

- **Writing and tutoring help.** I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance).

- **Mental health help.** If you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus (go.umd.edu/student-support).

- **Basic Needs Security.** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

- **Technical Support.** Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS website, clickers, Panopto recordings, etc.) please consult with the IT Helpdesk directly (helpdesk.umd.edu). If the problem is limiting access to a course resource, try using a campus computer in the meantime - visit lib.umd.edu/services/computing to find a computer lab near you.

From Dr. Scott Roberts
Dr. Tracy Tomlinson (she/her)  
	ttomlin1@umd.edu

Student Hours  
	Tuesday 11 – 12 in BPS 1147A and by appointment  
	I welcome and encourage you to use this time for you to gain access to institutional resources and instructor support  
	Never be afraid to ask for help. This is not a sign of weakness, it's a sign of strength

Review Hours  
	Every other Friday 12 – 1 on Zoom

https://www.npr.org/2019/10/05/678815966/college-students-how-to-make-office-hours-less-scary
The two fields of psychology and law are intimately related: Psychology is the study of the human mind and behavior while law is the societal regulation of human behavior. The interplay between Psychology and the legal system has increased dramatically in the past 30 years to address questions such as: Can innocent people be convinced to confess to a crime, can false memories be implanted, are there valid cues to when a person is lying, are children more or less honest than adults as witnesses, how do juror biases impact verdicts and sentencing, and many other such questions.

By the end of the semester you will be able to articulate the benefits and limitations of using psychology to shed light on problems and policies of law and justice. This introduction will provide a breadth and depth of topics in the field by providing different theoretical views, research methods, empirical findings and policy debates and applications in the field of psychology and law.

My commitment to you as a teacher is to conduct this course in a way that promotes learning and engagement through being:

1. Transparent
2. Ethical
3. Data driven (evidence based)

Tell me and I forget. Teach me and I remember. Involve me and I learn. – Benjamin Franklin
We will be studying the intersection of psychology and the criminal justice system. This will involve discussing crime, criminals, and other potentially disturbing topics. We will read, discuss, and view depictions that may be violent and graphic in nature and intended for a mature audience. I will not show or say anything for shock value alone, but I do believe it is important that we remain in touch with the real-life implications and impact of the concepts and theories we are thinking about. Therefore, there are some things in this course that some students might find to be triggers of distress and trauma.

If you are at all concerned that your comfort level may interfere with your coursework, I encourage you to contact me now so we can discuss it.

If you find yourself in distress, I encourage you to contact the University of Maryland Counseling Center (301.314.7651) for support.
Everyone, without exception, must wear a mask over the nose and mouth in class at all times. There are no exceptions.

- This means vaccinated or unvaccinated

- If you need to have a drink you may briefly have a drink and immediately put your mask back on

- If someone does not wear their mask or removes their mask
  - You will be asked to put a mask on
  - If someone chooses to not wear a mask they will be given a warning and asked to wear one or leave the classroom immediately.
  - If a student has additional issues with the mask expectation after the first warning, they may be referred to the Office of Student Conduct

- If there is 6’ of distance at all times I may remove my mask for teaching purposes
  - “Instructors and presenters who are fully vaccinated may choose to remove their mask while teaching or speaking to a group, provided they can maintain physical distancing of at least six feet from all other persons at all times and everyone in the audience is masked”

- If there are any modifications to the UMD mask policy, you will be updated
PLEASE DO NOT COME TO CLASS IF YOU ARE SICK

- Email to notify us and you will be able to view
  lecture recordings before 11:59PM for credit

- You can use one self-signed University Health
  Center Sick note, if you are sick, to request a 48-hour
  assignment extension
  - Though this may not apply to quizzes

- We drop the lowest two participation grades
LEARNING OUTCOMES

**Content knowledge:** A foundational knowledge in the field of legal psychology theory, application, and policy.

**Research literacy:** The ability to create and critique research: Students will be able to interpret results both technically, and in popular press.

**Critical thinking:** Improved critical reasoning skills: Students will develop sensitivity toward how to use and interpret psychological theory to applied criminal justice settings.

**Communication:** Further your written and oral communication skills to discuss research and policy.
**Tuesday**

1) Complete Tuesday Module before lecture
2) 12:30 – 1:45PM in-person discussion

**Thursday**

1) Complete Thursday Module before lecture
2) 12:30 – 1:45PM in-person discussion
Completing the coursework and mastering the content takes time

Having an accurate expectation helps plan and motivate success.

The University's guidelines state that for every hour you spend in class per week you should expect to spend an average of 2-3 hours on coursework outside of class.

<table>
<thead>
<tr>
<th>3 Credit Courses by Semester Length Expect an Additional</th>
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<tbody>
<tr>
<td><strong>16 weeks</strong>: 6 – 9 hours per week</td>
</tr>
<tr>
<td>6 weeks: 15 – 22 hours per week</td>
</tr>
<tr>
<td>3 weeks: 30 – 45 hours per week</td>
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</tbody>
</table>

From Dr. Scott Roberts
REQUIRED RESOURCES

Phone and Clicker App

We will use clickers for lecture participation. Please download the app now:
1. Go to the App Store or Google Play and search for TurningPoint
2. After the initial screens, click login and use your @umd email address (which will take you to the CAS login screen)
3. That should take you back to the app and show you the welcome screen with your name and asking you to enter a session ID. You’re all set – I’ll give you the session ID in class.

Course ELMS Page - elms.umd.edu

I will use our ELMS page to post announcements and collect coursework. For information on how to complete quizzes, submit work, and view feedback visit go.umd.edu/student-canvas-help or email itsupport@umd.edu

Textbook

I am proud to say that you do not need to purchase a textbook. I lead a team that received a Teaching and Innovation grant to create a free resource book for you. It is available through Canvas and at the following site:
https://sites.google.com/umd.edu/statisticsinsocialsciences/home

From Dr. Scott Roberts
REQUIRED RESOURCES

Computer and Internet
You will need a computer capable of videoconferencing and a reliable internet connection. Please visit it.umd.edu/tech-resources for assistance. Some class meetings will take place via Zoom, so be sure to activate your account and test it out ahead of time by visiting umd.zoom.us. No extensions will be given for computer or internet issues.

Course ELMS Page - elms.umd.edu
I will use our ELMS page to post announcements and collect coursework. For information on how to complete quizzes, submit work, and view feedback visit go.umd.edu/student-canvas-help or email itsupport@umd.edu.

Textbook
I am proud to say that you do not need to purchase a textbook. I have created a curated list of book and journal articles, web articles, and other sources that are available through the course Canvas page.

From Dr. Scott Roberts
Please view the following link for course related policies on undergraduate courses for information such as:

- Academic integrity
- Student privacy
- Safety in academic stings
- Student rights
- Final grades
- And more!

[http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

**CAMPUS POLICIES FOR UNDERGRADUATE COURSES**
**Announcements:** I will post class messages using the ELMS “announcements” tool on our course page. By default, you should receive an email copy of announcements. *Students are responsible for monitoring the ELMS announcements regularly.*

**Email:** If you have a personal question or concern, please use my umd.edu account

**Discussion Threads:** We will also make regular use of the Canvas discussion threads, please check and post there frequently!

**GroupMe:** There will be a class GroupMe created to foster community and engagement, as well as provide more information.
CLASS COMMUNICATION: ETIQUETTE

- It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails.

- Names/Pronouns and Self-Identifications: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.) on Canvas and Zoom.

- The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

From Dr. Scott Roberts
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<tr>
<td>1</td>
<td>Find a quiet place (if possible)</td>
<td>2</td>
<td>Have your camera on. Virtual background can be created if preferred*</td>
<td>3</td>
<td>Have a plan for taking notes (paper and pencil or digital)</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Always use respectful and professionally appropriate behaviors and languages</td>
<td>6</td>
<td>Wear CLOTHES. Wear all the clothes you would normally wear if you were coming to campus</td>
<td>7</td>
<td>Update preferred names and pronouns</td>
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*If you are uncomfortable with your cameras on for any reason, please just let me know and we can accommodate you.
Shared Responsibility. It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, and copyright and intellectual property. Please visit go.umd.edu/course-policies for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Inclusive Learning Environment
Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected and supporting positions with research findings is encouraged. In accordance with free speech statues, threats of violence are prohibited. The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. Students are invited, if they wish, to indicate how they want to be referred to both in terms of name and pronouns. Additionally, how students identify in terms of gender, race, class, sexuality, religion, and dis/ability, among all aspects of identity, is their choice whether to disclose (e.g., should it come up in classroom conversation). We seek to be respectful of all identities in this course.

Threatening Behavior. Using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

Academic Accommodations
If you have a documented disability and wish to discuss academic accommodations, please contact me during the first week of the semester.

Excused Absences
In this time of a global pandemic, UMD has anticipated the potential for unanticipated absences. Self-certified notes will service as documentation for COVID-19-related absences or missed course expectations. I reserve the right to consider alternative assignments and make-up work as well depending on the documentation and duration.

Religious Observations
Students will not be penalized because of observances of religious beliefs. It is the students’ responsibility to notify the professor if religious observances require course modifications at least two weeks in advance of the observance.

Copyright
My course materials are protected by copyright. You may take notes and make copies of course materials for your use. You may not tape, reproduce or distribute course materials whether or not a fee is charged without my written consent.

Communication
The best way to contact us is to send an email message directly, not through Canvas/ELMS.

From Dr. Scott Roberts
I want to emphasize that *I trust you*. I trust that you are not here to cheat and that you are here to earn your grade and hone your academic and professional integrity.

The value of the grade and degree you are here to earn relies on the honesty of everyone, and its value is diminished with anyone’s dishonesty, however rare that might be. If there is something I need to know, please bring it to me anonymously.

My professional obligation is to simply verify that everyone acted with integrity so that no one else can ever question the validity and value of your grade... and more importantly, the learning that your grade represents. I’ve done my best to state my expectations about the coursework throughout the syllabus and course introduction, but there are three general things that I want to emphasize upfront in the next section: originality, assessment, and collaboration.

**ACADEMIC INTEGRITY**

From Dr. Scott Roberts
ACADEMIC INTEGRITY

Originality

For all written submission, my expectation is that they are your personal words and never copied from another source. Copying, pasting, and editing a phase is not the same as writing something yourself. Guidance for scholarly writing in psychology, and for how to appropriately cite sources that you get information from, is covered in the Department’s Ethics of Scholarship in Psychology (go.umd.edu/psycethics). Never copy text into your notes or a writing assignment.

Assessment

Graded assessments are not about measuring you as a person, they are intended for you to demonstrate what you have truly learned and what you are still working on. I will specify what resources are permitted for each graded quiz or exam, and my expectation is that you will conduct yourself with honor and bring any questions or concerns to my attention.

Collaboration

I am aware that some students create social media pages or group chats to communicate with peers in the course, but accessing any platform on which answers to graded assessment questions are shared before the assessment deadline, or simply sharing answers (“facilitation”), may constitute dishonesty on your part, regardless of your intention or level of activity. Further, using any platform in a way that excludes, intimidates, threatens, or harms another person may violate the Code of Student Conduct (go.umd.edu/student-conduct) or community standards (in other words, be decent and respectful). I encourage you to report any concerns about the inappropriate use of these technologies to me or the Office of Student Conduct as soon as they arise to ensure you are not implicated.

From Dr. Scott Roberts
All assessment scores will be posted on the course ELMS page. If you have questions about how something was scored, please email your grading TA to schedule a time to meet. If you have additional questions, then please come talk with me. Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if we have made a mistake, we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same thing as crossing it (89.99 ≠ 90.00, **there is no rounding**). It would be unethical to make exceptions for some and not others. If you think I have missed anything that should be included above, or if you have any concerns about your ability to meet these expectations, please let me know.

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**We are living in a difficult time during a pandemic, social justice and political unrest and financial stress. If you are unable to make a deadline, please email me before the due date to discuss.**

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From Dr. Scott Roberts
Grade Disputes and Re-Grading: If you feel that you want your homework, exam, or final paper re-graded, you must present, in writing, your request for a re-grade. Your written request must include a valid reason to merit your request for a re-grade. Your reasons for why you should have a regrade must be substantiated by the class textbook, class readings or class notes. It must also be evident in your written request for a re-grade that you have discussed your grade with the grading TA and have evaluated your assignment in light of the answer explanations provided.

You must submit your request for a re-grade within one week of the day the assignment is returned to the class. If your documentation and argument are sufficient, the assignment will then be re-graded by a different grader. By requesting a re-grade, you agree that the new grade will be the permanent grade. Please note that your re-grade may be higher OR lower than your original grade. Assignments will be re-graded only once.
25% Participation
15% Class Facilitations
15% Learning Assessments
15% Readings Quizzes
10% Media Report
10% Media Clip
10% Solving Crime Through Good Actions
Extra credit up to 1%
GRADING OBJECTIVES: TO INCREASE LEARNING

Distributed assignments to encourage frequent interaction with the material

- **Media report and media clip and class facilitations**
  - Help you to ‘see’ this content *everywhere*

- **Readings quizzes and class facilitations**
  - Reading comprehension and preparedness for lecture discussion
  - Prepare you to be able to discuss topics as an ‘expert’ without referring to notes

- **Learning assessments**
  - Testing on material increases learning and retention
  - To be able to tie the information together and look back at the breadth and depth of the entire course

- **Solving crime through action**
  - To help take the learning out of the classroom and apply it
  - To provide some active good news within an often-sad discipline
**DISCUSSION**

**BOARD POSTS**

**CANVAS PRACTICE**

**QUIZ ACTIVITIES**

**OTHER ONLINE LEARNING ACTIVITIES**

**LECTURE DISCUSSION PARTICIPATION**

**PARTICIPATION (25%)**

There will be assignments graded for completion rather than accuracy that are aimed at having you actively participate with the material. Most of the assignments that are for participation are listed, and others may be made available throughout the semester. We drop the lowest two participation grades.
CLASS FACILITATIONS (15%)

You will be required to facilitate two classes at least two weeks apart. There will be one to two class facilitators for every class, but this is an individual assignment. In general, as class facilitator you will be required to help encourage and stimulate discussion and debate on the readings and topics. In order to help you facilitate discussion you will be the ‘resident experts’ on the readings for which you have signed up for, and help your fellow students there are three components to your facilitations:

1) **Written section for each** required reading to be completed on class google PowerPoint
   1) Title: APA citation
   2) Primary thesis sentence and conclusion
   3) Reaction sentence
   4) Three multiple choice exam questions with rubric and rationale

2) **Readings quiz for that topic** will be counted towards your facilitation grade

3) **In-class discussion facilitation:** Create **one** class activity such as
   1) Finding relevant news or social media or court case
   2) Create class Kahoot
   3) Find a relevant and short (1:030 or less) video
There will be two online learning assessments throughout the course. These will be primarily multiple-choice assessments with some short answer.

You will take the assessments during our regularly scheduled class and final time in our Zoom meeting, which will be recorded. This will enable you to ask questions during the assessments if needed.

The assessments are to encourage you to learn the material and retain the material through testing as well as to look across the breadth of the course.

The assessments are closed note, closed internet searching and no collaboration of any kind as these are preparing you to be able to effectively answer and speak about these topics in real time.
Before each lecture discussion there will be a short quiz on the readings for that day

**Quiz Rationale**

- Testing is an effective method to help you learn the material
- Doing this testing before our discussion helps us have a more engaging and interesting discussion

**Quiz Format**

- There will be 5 multiple-choice questions
- You will have 12 minutes to complete the quiz
- The questions are not meant to trick you and if you have done the readings these should be straightforward.
- You may reference the readings when taking the quiz, but given the time constraint you should first read the articles, and then take the quiz
MEDIA REPORT (10%)

The concepts talked about in this class are frequently talked about directly or indirectly in the media. You will be responsible for finding and discussing two different media formats this semester. The first media format should be from a major news source and published within this academic semester.

You will briefly evaluate this news article and discuss 1) how it relates to this class, making sure to discuss at least one psychological theory and/or finding in relation to the news article 2) if the news article depicts those findings well or poorly, and 3) specify the class that the article would best be assigned to help students learn the material.

You need to ensure that you have a unique news article and that no other student in the class is writing a report on the article you select. Thus, once you have selected your article you should post the title and citation to the Canvas site dedication to the media report. Claiming articles is a first come, first served basis and it is your responsibility to ensure you do not duplicate another student's article.

More details will be provided on Canvas for this assignment.
The content from this course is also prevalent in popular culture. You should find a short video (youtube, movie clip, etc.) that depicts some aspect of this course.

The clip must be something that can be accessed freely by everyone. You will post the media file or link to Canvas and you will briefly evaluate this media clip and discuss 1) how it relates to this class, making sure to discuss at least one psychological theory and/or finding in relation to the clip 2) if the clip depicts those findings well or poorly, and 3) specify the class that the article would best be assigned to help students learn the material.

You need to ensure that you have a unique media clip and that no other student in the class has posted the same clip or from the same source (i.e., no two clips can be from the same movie). Thus, once you have selected your media clip you should post the link and citation to the Canvas site dedication to the media clip.

More details will be provided on Canvas for this assignment.
SOLVING CRIME THROUGH ACTION (10%)
There are THREE extra credit opportunities in this class for a total of 4 extra credit points:

1. SONA credit (2 credit). You may complete 2 credits of SONA research and apply it to this course.

2. Policy infographic (1.5 credits). You may create an infographic that depicts some research from the course aimed at recommending and informing a policy decision. This should minimally include: 1) a statement of what you are trying solve or improve, 2) a research-based argument on how to solve/improve the issue, and 3) an indication on a real-life solution on how this could realistically be a policy/implemented. You can use free online infographic builder sites such as Canva or Piktochart.

3. End of the semester online learning assessment survey(s) (.5 credit). You may also earn extra credit points by participating in online survey(s) regarding this course and statistical material. These surveys will be available at the end of the semester. We will provide you with the survey links as they become available.

All of these credits will be incorporated into your final grade by increasing your final percentage by one quarter percentage for each credit earned. **Thus, a 1% increase in your final grade from extra credit is possible if you earn all the extra credit points.**
EVERYONE NEEDS HELP

Most services are free because you have already paid for it, and everyone needs help... all you have to do is **ask for it!**

- **Talk to me sooner rather than later.** Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course.

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- **Mental health help.** If you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus (go.umd.edu/student-support).

- **Basic Needs Security.** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

- **Technical Support.** Technology will never work 100% of the time. Please understand that I am not able to diagnose and fix technical difficulties with campus tools or your personal computer. If you have any problems with course resources (ELMS website, clickers, Panopto recordings, etc.) please consult with the IT Helpdesk directly (helpdesk.umd.edu). If the problem is limiting access to a course resource, try using a campus computer in the meantime - visit lib.umd.edu/services/computing to find a computer lab near you.

From Dr. Scott Roberts
If you experience racism or any other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following:

1) Please report the experience to the instructor or teaching assistant and/or

2) Report the experience to the Department of Psychology’s Diversity and Inclusion Committee using this link (reports can be made anonymously).

3) Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/.
- **Tuesday**
  - Primarily class readings, readings quizzes and discussion board activities

- **Friday**
  - Primarily class readings, readings quizzes and discussion board activities

- **May also include**
  - Canvas practice quizzes
  - Qualtrics surveys
  - Other videos
  - Other activities to engage with the material
In addition to the required text, these resources make for very interesting reads to increase your knowledge and empathy in this field.

Picking Cotton
The Runaway Jury (also a movie)
Weapons of Math Destruction
Adventures in Statistics

Many more, you can contact me for a more comprehensive list!

If you are moving forward in your self-work on anti-racism and anti-oppression, I encourage you invest in the below books:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Reading Quiz Due by 12:30PM</th>
<th>Assignment Due by 12:30PM</th>
</tr>
</thead>
</table>
| Tu 08/31 | Introduction to Course and Justice              | 1. Darley (2001). Citizens’ sense of justice and the legal system.  
<pre><code>                                      | 2. TV Episode: Criminal Minds Season 1, Episode 4, “In Plain Sight”                                   | Tu Module                |
</code></pre>
<p>|         |                                                 | <strong>Davis, D., &amp; Loftus, E. F. (2007). Internal and external sources of misinformation in adult witness memory.</strong> |                          |
|         |                                                 | 2. Explore &lt; <a href="http://www.innocenceproject.org">www.innocenceproject.org</a> &gt;                                                              |                          |</p>
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</tr>
</thead>
</table>
2. TV Episode: The Good Wife: Conjugal (Season 1 Episode 6) | Tu Module                |
**Pipe, M.-E., Salmon, K., & Priestley, G. K. (2002). Enhancing children’s accounts: How useful are non-verbal techniques?** | Th Module                |
| Th 10/14 | Learning Assessment               |                                                                                                                             |                          |
**Fulero, S. M. (2004). Expert psychological testimony on the psychology of interrogations and confessions.** | Tu Module                |
**Leo, R. A. (2004). The third degree and the origins of psychological interrogation in the United States.** | Th Module                |

*This schedule is subject to change, always go by what is posted in the Modules for the most current assignments and topics.  
**The citations below are not all in APA format for brevity of syllabus  
***The citations with asterisks are recommended, not required*
### Course Schedule: Weeks 9 - 11

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<th>Assignment Due by 12:30PM</th>
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2. TV Episode: The People v. OJ Simpson: American Crime Story Episode: 100% Not Guilty  
**Kressel, N. J., & Kressel, D. F. (2004).** | Tu Module                 |
2. Bull Episode, Season 1, Episode 2, The Woman in 8D  
**Kressel, N. J., & Kressel, D. F. (2004).** | Th Module                  |
**Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer’s dilemma: Using ethnicity to disambiguate potentially threatening individuals.** | Tu Module                  |
| Th 11/25 | THANKSGIVING                |                                                                                                                        |                           |
2. US Supreme Court's Godinez v. Moran. Which assesses if the standard for competency to plead guilty and waive counsel is the same as trial competency  
**Wheatman, S. R., & Shaffer, D. R. (2001). On finding for defendants who plead insanity: The crucial impact of dispositional instructions and opportunity to deliberate.** | Th Module                  |
| Tu 12/07 | Wrap-up                     |                                                                                                                        | Tu Module                  |
| Th 12/09 | Learning Assessment         |                                                                                                                        |                           |
PSYC425 QUICK LINKS

Course ELMS Page  elms.umd.edu
Writing Center  ter.ps/writing
Counseling  counseling.umd.edu
IT Helpdesk  helpdesk.umd.edu
Campus policies  http://www.ugst.umd.edu/courserelatedpolicies.html